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ABSTRACT

This health education curriculum guide has been developed to assist local school districts develop stronger, more effective, school health programs. The guide is organized into four broad areas of health education: physical health, mental and social health, consumer and environmental health, and safe living. Each of these areas is divided into suggested curriculum for pupils in the elementary, middle, junior high, and senior high grades. Area one, physical health, focuses on factors that determine the level of health each child and youth may possess, such as: (1) body structure and function; (2) cleanliness and appearance; (3) dental health; (4) fitness and body dynamics; (5) nutrition; (6) diseases and disorders; (7) sensory perception; and (8) sleep, rest, and relaxation. The area devoted to mental and social health examines all aspects of living as they are manifested in terms of emotional and social well-being. The third area, consumer and environmental health, is concerned with ecology, health careers, community health, world health, and consumer health. The fourth area discusses safety and accident prevention, first aid, and disaster behavior. A bibliography is appended, as well as a listing of audiovisual aids for use in health instruction. (JD)

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HEALTH EDUCATION CURRICULUM GUIDE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Grades 1-12

THE COMMONWEALTH OF MASSACHUSETTS
DEPARTMENT OF EDUCATION
DIVISION OF CURRICULUM AND INSTRUCTION
BUREAU OF ELEMENTARY AND SECONDARY EDUCATION

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FOREWORD

The health problems in the state and the nation can no longer be ignored. Conservation of our human resources is now one of our most critical responsibilities. The comprehensiveness of this curriculum guide should help to set the pattern for increased involvement of the home, school, and community in improving the quality of life of each child, so desperately needed for the '70's.

It is with this in mind that this curriculum guide has been designed. Intelligent use of this publication can serve as the initial step in filling a void in the total process of educating each child in the schools throughout the Commonwealth. It recognizes that health practices and behavior patterns need to start as early as possible in the child's learning experience. Health education must be made available in the educational setting.

All school systems in Massachusetts need to reassess their goals and objectives and carefully evaluate their health-education programs. Not until each system has provided an effective program with qualified teachers, will the needs of the children be met adequately.

Neil V. Sullivan

Commissioner of Education

January 1, 1971

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THE COMMONWEALTH OF MASSACHUSETTS
Department of Education

POLICY STATEMENT ON SCHOOL HEALTH EDUCATION

The World Health Organization has broadly defined health as being: "...a state of complete physical, mental and social well-being; not merely the absence of disease or infirmity."

Chapter 71, Section 1 of Massachusetts law currently mandates instruction in "physiology and hygiene." This law serves as the basis for instruction in all major health topic areas for Massachusetts schools.

The school-age child's state of illness or wellness has a far-reaching effect upon his ability to achieve the most of which he is capable from his educational opportunity. The role of the school in conserving and promoting good health is traditional and clear-cut.

The total school health program is comprised of three phases: health instruction, healthful school environment and school health services. Local school districts must work to coordinate and fully articulate all three phases under appropriate educational leadership.

The Board of Education and the Department emphasize that there is neither time in the curriculum nor justification for separate courses in any of the many categorical health topic areas periodically advocated by special interest groups. Fragmentation, or the "bits and pieces" approach must be avoided in order to achieve a meaningful and effective total school program.

The Board of Education and the Department therefore recommend inclusion of all health topics within a comprehensive health program extending K-12 with full attention to scope and sequence.

Such an approach avoids teaching specific health topics in isolation, avoids "crash programs" and establishes the organizational framework within which local school districts may establish their own priorities and meet the health needs of school-age children in their own communities. An excellent vehicle for accomplishing this and also for involving other community agencies, is the formation of a school health council in each school district.

Health is a unified concept and is concerned with knowledge, habits, attitudes and behavior of the total and maturing human being. One sound, interrelated and sequential health program not only saves valuable curriculum time, but assures that all topics will be a part of (not apart from) a long-range, ongoing program with complete and detailed consideration at the appropriate grade level.

Voted by the
Board of Education
November, 1968

INTRODUCTION

Health education is a life science. It is the sum of all the experiences which will assist in changing behavior patterns for the better as they relate to the application of knowledge to produce and maintain health. Health is a quality of life, and the degree or level is determined by the interest or ambitions of the individual. To achieve this quality of effective living, youth must receive the available scientific facts by way of the educational process in all areas of the school curriculum. Circumstances in our society clearly indicate that the school environment, created for the purpose of preparing future citizens, in cooperation with the home, community leaders, and resource personnel, must assume the responsibility for educating youth in matters concerned with the quality of living. Youth deserves the right to live effectively in his environment affected as it is by man.

A comprehensive, sequential, health-instruction program should be provided in every school throughout the school years. The health coordinator, health teacher, classroom teacher, and other resource personnel should guide youth in the process of discovering the facts which help him make favorable behavioral decisions about health. Acquisition of such knowledge should be an on-going process, because health is the result of a continuous living experience. And as the life span increases, health education opportunities should be designed to maintain the most effective quality of life.

An individual's or a community's success in maintaining a better than satisfactory level of health and safety depends equally upon that which is done by the individual as well as by group action and reaction. There should be complete interdependence where health is concerned, requiring all persons to make decisions which reflect desirable behavior patterns to benefit the individual, home, school, and community.

A major responsibility of all educators is to be currently informed about the emerging health issues. Pupils' concerns must become teachers' concerns if learning is to become reality.

This health guide has been prepared by individuals representing various levels of education at the school and college levels as well as representatives from public health, community health, voluntary health organizations, and professional organizations. It offers school administrators, supervisors, coordinators, teachers, and others, guidelines for presenting health information in an educational environment to children and youth. The guide is deliberately designed to be fluid, permitting local communities the privilege of designing the course work in detail from the first years of school to the last in accordance with the specific priorities of the local community.

Educators, recognizing the ever increasing abundance of health problems existing today, suggest that the concepts and primary concerns found in the guide should evolve in course work via a comprehensive, sequential program in grades 1-12. During the periods when growth and development are significant, children and youth should acquire information relevant to their needs. Such information affords them a basis for interaction with their classmates as well as a foundation for making wise decisions when confronted with having to prevent illness and maintain health.

This guide relates to such current critical areas of health as drug information,

consumer health, preventing disease and arresting disorders, avoiding accidents, techniques for maintaining healthy teeth, methods of controlling earth pollutants, understanding how to get along with people, making wise decisions when buying and eating foods, and other vital areas. The guide recognizes that the school is uniquely suited to the task of encouraging youth to develop ways to manage themselves physically, mentally, socially, and culturally in their environment.

Children and young adults will enjoy the opportunity of improving the quality of living by discovering how to live more effectively. Influential teachers, who are exemplars of health practices, may increase their own measure of effectiveness and automatically transmit the desire to follow a health career to those they teach. Health education can be a unique instrument to gain this end, and the teacher of health may well be considered the sculptor of the future.

Dana L. Farnsworth, M.D.

Elizabeth A. Neilson, Ed.D.

PURPOSE OF THE GUIDE

This Health Education Curriculum Guide has been developed to assist local school districts develop stronger, more effective school-health programs. The guide does not pretend to serve as a panacea for all the health needs which exist in our society. It should, however, serve to expand the thinking and give direction to curriculum committees responsible for improving the quality of health instruction in our schools.

Due to present demands for assistance in certain critical health areas, the Department of Education and the Health Education Curriculum Advisory Committee have established the seven fields of study which are included in this initial publication as priority needs. Additional fields of study are now nearing completion and will be published in the near future.

The Department of Education is aware that refinement of this initially-published section of the guide will of necessity have to be made. As educators throughout the Commonwealth use this document to guide them in the development of local programs, suggestions for improving the guide may well be forthcoming. For this purpose, an evaluation sheet has been included in the guide wherein comments, criticisms, and suggestions from local school districts, may be forwarded to the Department.

The immediate concern of educators, physicians, parents, health personnel, and others for the critical health needs of our youth now requires positive action on the part of all citizens throughout the Commonwealth.

The guide is organized into four broad areas of health:

Physical Health
Mental and Social Health
Consumer and Environmental Health
Safe Living

These four broad areas encompass the essential qualities of well-being which enable the child to live effectively and enjoyably. The following specific fields of study have been designated as priority needs and thus are included in this initial and partial publication:

Consumer Health
Drugs – Alcohol, Tobacco, and Other Drugs
Emotional Development
Nutrition
Safety and Accident Prevention

At the completion of the entire curriculum guide, the additional fields of study will include the following:

Body Structure and Function
Cleanliness and Appearance
Community Health
Dental Health
Disaster Behavior
Diseases and Disorders
Ecology
Family Life
First Aid
Fitness and Body Dynamics
Health Careers
Sensory Perception
Sleep, Rest, and Relaxation
World Health

These various subject areas, or fields of study, have been isolated for convenience in developing curriculum in the many communities throughout the Commonwealth. These fields of study will be most effective if they are interwoven one with another. For example, drugs cannot be taught without considering emotional development and body functions.

As school systems continue to develop curriculum in health education, the following suggestions might be considered:

1. Establish a health education committee in the local school system. This committee should have a broad representation of administrators, teachers, health related personnel, community health representatives, religious groups, parents, and students.

2. Have the committee set up goals and objectives to meet the health needs of the children and the specific local community under the direction of a well-qualified health coordinator.

3. Have the committee evaluate the school health program, considering all aspects of the health-instruction phase of the program, the health services provided for the school child, and the healthful school environment which is so important in contributing to the learning situation.

4. Organize a curriculum sub-committee and develop a course of study, insuring flexibility in sequence and content consistent with the health interests and needs of the students and local community. Utilization by this committee of the Department of Education Health Education Curriculum Guide as an aid in developing local curricular materials is recommended. It is not recommended that this guide be used as a teaching guide by the classroom teacher.

5. Utilize qualified individuals, agencies, voluntary organizations, and professional associations locally and throughout the state as important resources.

Area I PHYSICAL HEALTH

Content includes: *Body Structure and Function, Cleanliness and Appearance, Dental Health, Fitness and Body Dynamics, Nutrition, Diseases and Disorders, Sensory Perception, Sleep, Rest, and Relaxation.*

The Physical Health area focuses on factors which determine the level of health each child and youth may possess. The student discovers how his growth and development are partly affected by the body he inherits and partly by his behavior and environment.

The student becomes aware of the health factors which profoundly affect his growth process. He discovers how his daily living routine favorably or unfavorably controls his health. He also becomes aware of the body's basic structure and function – its anatomy and physiology – and techniques for maintaining the masterpiece. The student learns that there is a close interrelationship among all of his complex physical body parts. He learns that the body needs special nutrients; regularly scheduled physical activity; daily application of known dental facts; and a planned program of sleep, rest, and relaxation to maintain health, control disorders, and prevent diseases. This area helps the student to understand and appreciate his physical appearance and his internal mechanism. He discovers that the intricacies of the functioning of the body systems can be made simple by regularly scheduled application of health facts, which in turn, prove economical by preventing health problems.

Area I guides the student to a greater appreciation of his body as he learns that it is far more complex than any computer or mechanical invention created by man.

Area II MENTAL AND SOCIAL HEALTH

Content includes: *Emotional Development and Family Life and Drugs.*

Mental health is a multidimensional area involving all aspects of living, and it is manifested directly in terms of emotional and social well-being.

Many of the hospital beds in this country are occupied by the mentally ill, and thousands of people outside the hospitals are in real need of psychiatric help to restore their sense of values and their ability to carry on major life functions in a pleasant and efficient manner.

Both youth and adults need to know themselves and be able to adjust to the complexities and pressures of present-day living.

As the population increases and large masses of society are living in close proximity to one another, there is significant need to understand how the other person feels, why he feels this way, and how it affects his behavior and the behavior of others. It is for this purpose that the mental health material in this section was designed.

There is deep concern today that the sociological health problems are becoming more

significant in our affluent society. It is important that students be given opportunities to understand better the health implications relative to all chemical substances which have a potential for abuse.

The content included in this area is relevant to all other subject areas of the health curriculum. Through a growing understanding of the development of human emotions, the student will be better prepared to make decisions relative to personal desires, social relationships, and personal family interactions, permitting him to participate in a happy and productive life.

Area III CONSUMER AND ENVIRONMENTAL HEALTH

Content includes: *Ecology, Health Careers, Community Health, World Health, and Consumer Health.*

The Consumer and Environmental Health area focuses on the interrelationships of man with his fellow men and his environment. The student discovers how man is influenced by his environment and how he alters the environment both beneficially and adversely. Awareness of the scope of environmental problems including global involvement is desirable.

Modern community health programs are explored on local, state, national, and international levels. The roles of official and voluntary health agencies, of professional associations, and of foundations are studied, and the effect of legislation, both state and federal, is identified. An historical review of the development of public health in Massachusetts and current program areas provides an excellent prototype for those who seek approved models.

The student becomes familiar with the varied and diverse vocational opportunities offered by the health field. In addition to monetary return, the satisfaction of service to one's fellow man through a health career is emphasized.

An understanding of how to be a knowledgeable consumer of goods and of health services assists the student as he eventually becomes an independent health consumer. Quackery is explored in depth, including historical examples as well as modern examples and techniques. Emphasis is placed on its prevalence, how to recognize it, and how to avoid being a victim.

The role of the individual as a consumer of health services and his responsibility for their proper utilization is defined.

Area IV SAFE LIVING

Content includes: *First Aid, Safety and Accident Prevention, and Disaster Behavior.*

Safe Living is one of the most critical areas in today's society. Affluence and giant steps in the field of science have made large numbers of persons, particularly our youth, more vulnerable to accident situations. The increasing scope of recreational pursuits such as swimming and boating without proper training and lack of emergency measures to be taken

in times of disaster have created new problems. These are of major concern to all citizens.

Safe Living implies the development of safety attitudes essential for survival in our now complex society. Although man boasts of controlling his environment, there is still need for the student to understand the emergency nature of a catastrophe and the procedures necessary to protect himself and others.

Education for accident prevention and emergency care is the responsibility of the individual, the home, the school, and the community.

Area I PHYSICAL HEALTH

Field of Study NUTRITION

Objectives

To help the pupil to:

1. Establish an understanding of what food is.
2. Know that certain foods are needed every day.
3. Acquire good food habits.
4. Understand that eating good food is an enjoyable experience.
5. Appreciate the importance of good health habits for "safe" food.
6. Appreciate the need for cooperation between home and school in nutrition education.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
Food is a substance necessary to all living things. Necessary for plants and animals *A wide variety of food is good to eat.*	1. Bring in magazine pictures of favorite foods. Mount and label them. 2. Construct booklets, posters, or collages of food cut-outs. 3. Have the class play a game, classifying new foods and non-foods. 4. Have the class play the game "Twenty Questions," using different foods.	*Books* Bureau of Nutrition. Education and School Food Services. *Focus on Nutrition.* Byrd, Oliver E., *et al. Health (1).* Leverton, Ruth M. *Food Becomes You.* *Filmstrip* *The Food We Eat.* American Bakers' Association. *Pamphlet* "My Friend the Cow." New England Dairy and Food Council. *Spirit Masters* *C Is for Citrus.* Florida Citrus Commission. *Four Seasons.* Florida Citrus Commission. *The Orange Clock.* Florida Citrus Commission. *Word Picture Story of Florida Citrus.* Florida Citrus Commission.
Many foods are necessary for growth and health. Four basic groups *Foods can appear in different forms.*	1. Start a notebook of pictures of the foods contained in the four basic food groups. 2. Use food models to set up a display, illustrating food in the basic four food groups. 3. Construct mobiles of the basic four food groups. 4. Using magazine pictures, show the same food in different forms, e.g., potato – mashed, baked, fried, salad. 5. Discuss foods eaten at home, types of foods, methods of cooking, etc.	*Books* United States Department of Agriculture. *Food, the Yearbook of Agriculture.* United States Department of Agriculture. (Available in Spanish and English). *The Good Foods Coloring Book.* *Films* *The Big Dinner Table.* New England Dairy and Food Council. *Eat Well, Grow Well.* Coronet Films.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
		Food Models. New England Dairy and Food Council. *Posters* *Daily Food Guide.* United States Department of Agriculture. *Follow the Food Guide Every Day.* New England Diary and Food Council. *Posters and Miniatures* *Every Day Eat the 1-2-3-4 Way.* New England Dairy and Food Council.
Well-balanced meals contain some food from each of the basic food groups. * 1. New foods 2. Well-planned snacks 3. Well-planned breakfast (supplies one-third of the daily food needs)	1. Discuss meals eaten by class members to see if each food group is represented. 2. Using pictures or food models, illustrate meals that have all food groups present in the recommended amounts. 3. Create various patterns for three, well-balanced meals a day, using food models. (Breakfast should contribute one-third of the daily food needs.) 4. Read school-lunch menus. Look for familiar foods prepared in different ways. 5. Consult with the food service supervisor to plan for tasting new menu items before they are served for lunch. 6. Prepare a list of new foods that the class would like to taste. 7. Plan a tasting party. Ask the school food service supervisor for help. Invite parents to the party. 8. Establish a "clean lunch plate" club. Keep a chart on how class members are doing.	*Books* Byrd, Gliver E., *et al. Health (2).* Callahan, Dorothy L., and Payne, Alma S. *The Great Nutrition Puzzle.* Irwin, L., *et al. Growing Everyday.* Irwin, L., *et al. You and Others.* *Comparison Cards* New England Dairy and Food Council. *Filmstrips* *Skimpy and a Good Breakfast.* Cereal Institute, Inc. *What's in Our Food.* American Bakers' Association. *Mobile* *Breakfast Unit – Basic Breakfast Pattern.* Cereal Institute, Inc.

* Where food service is available, the Type A lunch should be explained.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
	9. Using food models or magazine cutouts, make a display of nutritious snacks. Label each one to show the food group to which it belongs. 10. Using comparison cards, compare the food value of a glass of milk and a glass of soft drink. (See Resources.) 11. Prepare some simple nutritious snack foods. 12. Invite a resource person such as the Home Economics Coordinator to demonstrate how to prepare easy, tempting, between-meal snacks. 13. Have each child record what he ate for breakfast, and check it against the criteria of the basic four food groups. Classify each food as to the group to which it belongs. 14. Plan an easy breakfast party to enjoy in class. Make placemats and decorations.	*Posters* *A Good Breakfast is Fun.* Florida Citrus Commission. *We Help You to Keep Fit.* Florida Citrus Commission.
Eating good food is an enjoyable experience. 1. Well-cooked food 2. Attractive surroundings 3. Gracious table manners 4. Holiday menus	1. Collect magazine pictures of attractive table settings and dining areas. Have the pupils evaluate the pictures. 2. Visit the cafeteria to learn proper procedures for getting a tray, utensils, and lunch as well as for returning the soiled utensils and trays. 3. Make a centerpiece to use on the dining table at home. 4. Practice using gracious table manners. 5. Show illustrations of correct usage of flatware. Have the pupils practice usage at lunch. 6. Using role playing, act out the effect of noisy, rude people on others at mealtime. 7. Discuss holiday customs and menus. Read stories with holiday themes.	*Books* American Home Economics Association. *Family Holidays Around the World.* Byrd, Oliver E., *et al. Health (1).* *Film* *Beginning Responsibility: Lunch Manners.* Coronet Films.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
Clean, safe food is important for health. 1. Clean cooking and eating utensils 2. Personal cleanliness *Food should be inspected and stored properly to prevent spoilage.*	1. Have each member of the class help to prepare food at home, and report to the class. 2. Discuss the reasons for washing food before it is prepared or eaten. 3. Arrange to tour the school kitchen to see how food is made clean and kept clean. 4. List the reasons for washing hands before eating. Draw pictures to illustrate the reasons. 5. Show how foods are protected from dirt, air, and insects, e.g., packaging, canning, refrigerating, freezing.	*Book* Lowenberg, Miriam, *et al. Food and Man.*
Home, school, and community should cooperate in nutrition education.	1. Have the class report what they have learned about nutrition to parents. 2. With the cooperation of the school food service supervisor, invite parents to lunch or breakfast. 3. Invite community resource people involved in food services to discuss their work. 4. Take a field trip to a dairy farm, bakery, or grocery store.	

Field of Study TOBACCO, ALCOHOL, AND OTHER DRUGS (Early Childhood)

Objectives

To help the pupil to:

1. Develop positive attitudes toward proper use of drugs as substances beneficial to man's well-being.
2. Learn about the potential dangers in the misuse of drugs.
3. Understand the harmful effects of smoking and of the abuse of alcohol.
4. Gain an understanding of the harmful effects of household chemical compounds and related substances.
5. Become informed about the sources of drugs.
6. Develop meaningful relationships with parents, doctors, nurses, and druggists.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
Some drugs are used by doctors to promote better health. *Some drugs are prescribed by doctors to protect against illness.*	1. Discuss drugs which make people feel better (aspirins, cough medicine). 2. Plan a field trip to a pharmacy. 3. Encourage the pupils to participate in role playing of doctor and druggist. 4. Discuss and list the immunization shots the children have received. 5. Discuss the reasons why these shots were administered. 6. Schedule a visit by a school nurse or physician.	*Guide* *Drug Abuse Education.* American Pharmaceutical Association. *Pamphlet* "First Facts About Drugs." Food and Drug Administration. United States Department of Health, Education and Welfare.
Some drugs are used by doctors to treat illness.	1. List the times that pupils have needed medicine. If possible, have them name the medicines administered to treat the ailments. 2. Have some pupils relate occasions when they needed medicine and how the medicine was administered.	*Books* Kitzinger, Angela, and Hill, Patricia. *Drug Abuse A Source Book and Guide for Teachers.* National Education Association. *Drug Abuse: Escape to Nowhere.*
Some drugs are used by doctors and dentists to relieve pain. *Drugs can be helpful to persons only if taken as prescribed explicitly by qualified physicians.*	1. Plan a trip to a dentist's office to observe the procedures. 2. Discuss uses and effects of anesthesia. 3. Have a child or children discuss their personal experiences with anesthesia. 4. Discuss superstitions concerning pain relief. 5. Show a doctor's prescription to the class. Emphasize the form and its importance (the signature of the doctor, the name of the patient, the directions to be followed, the name of the doctor, and any special notations). 6. Bring an empty medicine bottle to class and discuss the information on the label.	*Book* American School Health Association. *Teaching About Drugs.* *Pamplet* "Series on Specific Drugs." Public Health Service Publication. United States Department of Health, Education and Welfare.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
Children should take medicine only when it is given to them by authorized persons. *Children should be wary of strange persons who want to give them food, candy, etc.* *Drugs belong to two large groups: those which are of natural origin and those which are of synthetic origin.* 1. Drugs from plants 2. Drugs produced in a laboratory	1. Role play a situation where an authorized adult gives the child medicine. 2. Role play a situation, showing the dangers of accepting gifts from strangers. 3. Schedule a visit to a greenhouse to see plants which produce drugs. 4. Schedule a visit to the classroom by a pharmacist or a herbalist.	*Pamphlet* "What We Can Do About Drug Abuse." Public Affairs Committee, Inc.
The use of the contents from old or unlabeled medicine containers can be dangerous.	1. Bring some empty medicine bottles to class. Read the labels to the children. Discuss the importance of labels and directions. 2. Pour acid or any other volatile substance from an unlabeled bottle onto a penny, and watch the chemical change. 3. Emphasize the importance of not touching or taking medicines that are not labeled. 4. Provide each of the children with a large sample label. Have them write "CAUTION" or "POISON" on the labels, and draw the skull and crossbones. They can take the sample labels home.	*Article* "Students and Drug Abuse," Reprint from *Today's Education.* *Books* Bauer, W.W. *Today's Health Guide.* Barnhoch, Sidney B. *Let's Talk About Drugs.* National Education Association. *Health Education.* *Pamphlets* "Children at Play with Poison." United States Public Health Service. "Crutch that Cripples." Council on Mental Health. American Medical Association. *Teaching Kits* *Winston Products for Education.*
Some drugs produce harmful effects on the body. *Excessive use of drugs may cause dependency which can be harmful.*	1. Bring in a cigarette package, and display the caution warning on the side.	*Book* Blakeslee, Alton. *What You Should Know About Drugs and Narcotics.*

Concepts and Primary Concerns	Sample Learning Experiences	Resources
Drugs can be harmful if they are not taken exactly as prescribed by a qualified person.	2. Emphasize that the excessive use of anything is bad. Discuss habits such as nail biting and thumb sucking and reasons for this behavior. 3. Discuss the importance of following directions in activities such as games, sports, and when traveling. 4. Discuss the danger of using another person's medicine.	A complete list of bibliographies is available from the following sources: Food and Drug Administration, Washington, D.C. Academy of Pediatrics, Evanston, Illinois. *Pamphlet* "Dennis the Menace Takes a Poke at Poison." United States Department of Health, Education and Welfare.
Alcohol is used in many ways. *Excessive use of alcohol is dangerous.*	1. Discuss the use of alcohol as a beverage in some families. 2. Discuss alcoholic beverages used in religious rites.	*Transparencies* *Family Variations Regarding Tobacco and Alcohol.* 3M Company.
Tobacco affects the body in many ways. *There are specific reasons why people smoke.*	1. Demonstrate with a mechanical device how tar from a cigarette accumulates in the lungs. 2. To demonstrate the tar in a cigarette, light a cigarette and blow smoke through a tissue. 3. Encourage the pupils to discuss with their parents reasons for smoking. 4. Have the children notice and later discuss advertisements and messages about cigarette smoking on TV. 5. Discuss the medical effects of tobacco (heart disease, asthma, respiratory diseases, etc.).	*Book* Curtis, Lindsay. *Smoking or Health.* *Pamphlets* "What's New on Smoking in Films." United States Department of Health, Education and Welfare. "What's New on Smoking in Print." United States Department of Health, Education and Welfare. *Mechanical Smoking Device* Winston Products for Education.
Tobacco affects the environment as well as the individual.	1. Cigarettes are the cause of many home and forest fires. Discuss fire safety.	

Concepts and Primary Concerns	Sample Learning Experiences	Resources
	2. Discuss accidents which may be caused while lighting a cigarette. 3. Discuss the ways in which tobacco smoke may pollute the air. 4. Demonstrate with clear glass or plastic container how smoke pollutes.	
Household compounds and related substances contain chemicals and should be so labeled. *Certain household compounds are injurious to health.* *Parents should decide what should be placed in the medicine cabinet.* *Parents, doctors, dentists, nurses, and druggists contribute to good health.*	1. Display containers of household compounds and examine the warning signs (skull and crossbones). 2. Illustrate containers which have warnings (cleaning fluids and poisons). 3. Illustrate how bleach is injurious to fabric by pouring some full-strength on fabric and letting it set. Discuss how compounds can endanger health. 4. Ammonia fumes are toxic. Discuss the effects of inhaling these fumes. Bring in containers which have warning labels. 5. Discuss unsafe storage areas for medicines in the home. 6. Make posters, showing what to do and what not to do regarding the medicine cabinet. 7. Have the children role play being a doctor, nurse, druggist, or dentist. 8. Make a diorama of a dentist's or a doctor's office, showing children visiting the office. 9. Have the children put on a puppet show about doctors, dentists, nurses, and druggists.	
Doctors, dentists, druggists, and nurses perform many services in the community.	1. Make a mural of the health service areas of the community.	*Books* Byrd, Oliver E., *et al. Laidlaw Health Series* (1-3).

Concepts and Primary Concerns	Sample Learning Experiences	Resources
The school physician and the school nurse provide periodic examinations and innoculations for good health. *Parents need the help of health specialists for the care of every member of the family.* *Many persons and places in the community offer information and help in the prevention and treatment of drug problems.*	2. Discuss administration by the nurse of oral vaccine and the Tine test. 3. Prepare the pupils for periodic tests or the administration of vaccines. 4. Have community resource people visit the class and discuss their roles. 5. Visit local health agencies such as the District Nursing Association and the Visiting Nursing Association.	Irwin, Leslie W., *et al. Dimensions in Health Series: All About You. Growing Every Day. You and Others.* Schneider, Robert E. *Methods and Materials of Health Education.*

Area II MENTAL AND SOCIAL HEALTH

Field of Study EMOTIONAL DEVELOPMENT (Early Childhood)

Objectives

To help the pupil to:

1. Appreciate that each person belongs to a family, a home, and a community.
2. Develop courtesy and cooperation as elements of a healthy and sound self-image.
3. Develop industry and scholarship.
4. Develop the qualities of honesty and self-reliance as a means of strengthening character.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
Families, homes, and communities may be similar. 1. Provide shelter, love, and protection 2. Require rules and laws 3. Promote role development as male or female 4. Require cooperation of individual members *Families, homes, and communities may be different.* 1. Varied customs and ethnic backgrounds 2. Varied daily routines	1. Have each child write or tell a story about "Why My Family Is Important to Me." 2. Have each child draw a picture of a particular member of his family. 3. Engage the children in a discussion of the ways in which they might help out at home and in school. Have them make a mural to illustrate their suggestions. 4. Discuss any personal experiences the children have had while attending school in another community or country. 5. Discuss ways in which each child's family plans activities which will permit the members to be together. 6. Show illustrations of different environments. Discuss the living patterns of children in the jungle, desert, mountains, etc. 7. Introduce one or two new games to emphasize the importance of learning rules in order to enjoy the game. 8. Write the name of each child in the class on a card. Place the names in a box. To assign responsibilities, draw name cards from the box. 9. Make a study of family customs and holidays around the world. Include folk songs and traditional dances. Discuss how these customs and holidays differ.	*Books* Bannon, Laura M. *Baby Roo.* Los Angeles County Board of Education. *Guiding Today's Children.* McClosky, Robert. *One Morning in Maine.* *Films* *Moving Day—Timmy's New Neighbors.* Coronet Films. *Your Family.* Coronet Films. *Filmstrip* *Getting Along with the Family.* Society for Visual Education, Inc.
Human feelings are experienced by all people. *Happiness comes from giving, from receiving, and from the happiness and love of others.*	1. Discuss the various ways of promoting happiness. 2. Discuss or have the pupils write about "Happiness is . . . ."	*Books* Anderson, Hans C. *The Ugly Duckling.* Anglund, Joan W. *Love Is a Special Way of Feeling.*

Concepts and Primary Concerns	Sample Learning Experiences	Resources
The expression and/or control of feelings differs in degree and kind. *Anger is a normal feeling.* 1. Can be due to many factors 2. Can be controlled *Feeling sad is part of life.* *Fear is a normal and valuable feeling.* 1. Can be a preventive factor to danger 2. Can be controlled 3. Excessive fear undesirable	3. Have the children make posters and drawings, illustrating various feelings. 4. Discuss reasons why people show emotions. 5. Have the children read or discuss stories or poems that show emotions. 6. Discuss acceptable ways of expressing anger. Role play acceptable ways of controlling and properly expressing anger. 7. Find acceptable ways of working off the feeling of anger (walking, running, playing hard, modeling clay, singing). 8. Discuss ways in which class members can promote better feelings toward one another. Put the suggestions into practice. 9. Discuss the many fears that an individual can have. Attempt to find reasons for them. 10. Have class members predict what might happen to an individual who is totally without fear. 11. List ways in which fears may benefit an individual.	Byler, Ruth, *et al. Teach Us What We Want to Know.* Grollman, Earl A., ed. *Explaining Death to Children.* Irwin, Leslie W., *et al. Dimensions in Health Series: All About You. Growing Everyday. You and Others.* *Film* *Don't Be Afraid.* Encyclopaedia Britannica Educational Corp.
The way one feels affects what one does.	1. Have the children talk about the quality of their schoolwork when they are happy and when they are sad, angry, or afraid. Ask them if they think the way they feel ever affects the way they work or play. 2. Have a "problem box." At a specific time each day, draw out one problem. Allow the children to discuss possible solutions to the problem. 3. Discuss the following questions: (1) Why does a person feel better when he discusses his problems with someone?	*Books* Biem, Jerrold. *The Smallest Boy in the Class.* Leaf, Munro. *Fair Play.* *Film* *Let's Play Fair.* Coronet Films. *Filmstrip* *Learning to Be Forgiving.* Society for Visual Education, Inc.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
	(2) Why is it important to listen to someone who has a problem? 4. Hold group discussions on how to share fun and sadness with others.	
Everyone can do something well. *Growth patterns and natural abilities vary with each individual.* 1. Good skills developed 2. Memory improved through repetition 3. Efficiency improved through skill development	1. Have a classroom or library display on "What I Do Best." With teacher assistance each child can decide upon a project for this display. 2. Through the use of different media observe and discuss differences in the growth of pets, flowers, and people. 3. Use baby pictures and height and weight charts to show growth. Discuss variations of growth in people. 4. Have each child make a booklet called "All About Me." He can include pictures, drawings, and stories about himself, his home, and his likes and dislikes. 5. Plan together certain daily routines that save time. 6. Look for better ways of doing daily work. 7. Discuss the importance of good work habits. Concentrate on a few at a time so that they can be developed properly. 8. Show that the use of good work habits results in time saved for doing special projects. 9. Discuss ways in which the children can note improvements in their work. Keep samples for future reference.	*Book* Bauer, W.W., *et al. Health for All (1-3).* *Pamphlets* "Don't Push Me!" Association for Childhood Education International. "Helping Children Toward Freedom of Expression." Early Childhood Education Council of New York.
Character development is influenced by responsible behavior.	1. Tell the children to get a drink of water without first lining up. Discuss the situation and look for better ways of proceeding.	*Books* Byrd, Oliver E., *et al. Health* (1-3).

Concepts and Primary Concerns	Sample Learning Experiences	Resources
	2. Have the children put on a puppet show, illustrating traits which develop character (courtesy, honesty, self-reliance, sociability, cooperation). 3. Discuss the importance of respecting another person's rights and property. 4. Have the class draw pictures, showing children helping others.	Riwkim-Brick, Anna. *Dirk Lives in Holland.* *Film* *Kindness to Others.* Coronet Films. *Filmstrips* *Manners at Home.* McGraw-Hill Book Company. *Manners at School.* McGraw-Hill Book Company.

Field of Study CONSUMER HEALTH (Early Childhood)

Objectives

To help the pupil to:

1. Become acquainted with the variety of health products now available.
2. Become familiar with the various individuals who provide health services and products.
3. Select products wisely.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
There are many reliable health products. 1. Foods 2. Clothing 3. Medicine and drugs*	1. Have the pupils discuss the various health products that they use in their homes. 2. Have the pupils collect a variety of labels and then discuss what these labels tell about the food that is inside the container.	*Book* Kieve, A. *Magic, Faith and Healing.* *Teaching Unit* *Defenses Against Quackery.* American Medical Association.
Some products do not contribute to good health. 1. Fad foods 2. Dangerous toys 3. Medicines and drugs *Health products are packaged for cleanliness and safety.* *Foods and medicines are preserved through the use of refrigeration and rapid transportation.*	1. Have the pupils identify some products that do not contribute to good health. 2. Have the pupils visit a local grocery store and identify the various methods of food packaging and protection. 3. Discuss ways in which fresh and frozen foods are transported to protect the health of the consumer.	
Many people provide reliable health products and services. 1. Individuals a. Grocer b. Pharmacist c. Nurse, doctor, dentist 2. Services a. Hospitals b. Clinics c. School insurance	1. Have the pupils visit a pharmacy and identify the various health products available. 2. Invite the school nurse, physician, or dentist to speak to the class concerning reliable health services and products. 3. Discuss school insurance at the time when children pay for school insurance at the beginning of the year.	*Books* Dudley, N. *Linda Goes to the Hospital.* Meeker, A. *How Hospitals Help Us.* Memling, C. *We Went to the Doctor.* Pyne, M. *The Hospital.* Thompson, F. *About Doctor John.*

*See section on Drugs.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
Some individuals do not provide good health products. 1. Health "quacks" 2. Some strangers	1. Discuss the moral of the story *Jack and the Beanstalk.* 2. Role play a situation where a strange adult attempts to sell products to youngsters without the parents' consent.	*Transparencies* *Danger/Stranger.* D.C.A. Educational Products, Inc.
One's health may be affected by what is purchased. Effects of advertising (TV and radio, magazines and newspapers, billboards) *A wise selection of health products contributes to healthy and happy living.*	1. Discuss popular advertisements children see on TV. Ask them if they have ever been disappointed with a product which the advertisements promoted. Discuss such a product. 2. Have the pupils role play a trip to a shopping center, where they select health products. Discuss the value of each.	*Books* Byrd, Oliver E., *et al. Health* (1-3). Irwin, Leslie W., *et al. Dimensions in Health Series: All About you. Growing Every Day. You and Others.*

Area IV SAFE LIVING

Field of Study SAFETY (Early Childhood)

Objectives

To help the pupil to:

1. Develop an increased awareness of hazards in the home, school, and community.
2. Understand that most accidents can be prevented.
3. Develop safety habits which will result in safe behavior patterns.
4. Acquire an appreciation for the many individuals who are helping him live safely.

Concepts and Primary Concerns	Sample Learning Experiences	Resources

An awareness of the importance of safety to oneself and others will create a safer environment.

1. Safety at home
   a. Toys, equipment, and other hazards
   b. Electrical equipment and outlets
2. Safety in the neighborhood
   a. Play areas
   b. Strangers
   c. Pets
3. Safety to and from school
   a. Walking
   b. Riding (bicycle, car, bus)
4. Safety at school (gymnasium, corridors, playgrounds)

1. Discuss why safety at home is important. Identify the kinds of accidents which are common at this age level.
2. Discuss consideration for the safety of others in the home and the neighborhood.
3. Demonstrate the correct use of common electrical equipment.
4. Prepare an exhibit of hazardous objects or pictures depicting such objects found in the home.
5. Discuss storage and proper use of such hazardous items as knives, metal toys, and scissors.
6. Have the children make posters, showing accidents which can occur on the stairs.
7. Discuss the reasons for avoiding strange dogs and cats. Talk about the "leash law" in the community.
8. Dramatize what to do in different situations when approached by a stranger.
9. Have the pupils talk about safety hazards in the neighborhood. Discuss how these can be eliminated.
10. Discuss the hazards of discarded refrigerators.
11. Dramatize what to do if a ball goes into the street.
12. Take a walk to the nearest overhead electric lines. Discuss the hazard of touching any fallen wires or flying kites near power lines.
13. Identify potential hazards and the safest routes between the playground and school. Draw a map of these routes.

Books

Irwin, Leslie W., *et al. You and Others.*

Stack, Herbert, and Elkow, J. Duke. *Education for Safe Living.*

Films

Primary Safety on the School Playground. Coronet Films.

The Safest Way., American Automobile Association.

Safety to and from School. Young American Films, Inc.

Street Safety for Primary Grades. Eastman Kodak Company.

10 Otto the Auto Films. American Automobile Association.

Filmstrips

Be a Better Pedal Pusher. Society for Visual Education, Inc.

Best Route to School. American Automobile Association.

Look Both Ways. American Automobile Association.

Playing Safely. Young American Films, Inc.

Safe and Sound at Home. Society for Visual Education, Inc.

Walt Disney Safety Tales. Encyclopaedia Britannica Educational Corp.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
	14. Have the children make miniature traffic lights. Dramatize crossing at intersections and discuss the safest ways to cross streets. 15. Construct an intersection and have the children use toy automobiles to dramatize safety situations. 16. Have the children make traffic-sign posters. Role play situations which stress responding to signs they may find in their neighborhood. 17. Have the children make a list of bicycle inspection dates. 18. Plan a bicycle safe-riding course with the help of the local police department. 19. Discuss the use of automobile safety belts. 20. Role play riding to school safely as a car passenger (entering and leaving on the curbside; waiting until everyone is seated before closing the door). 21. Role play good conduct on the bus (entering, riding, and leaving). 22. Have the children make bus-safety posters early in the school year. 23. Practice school bus drills for emergency situations. 24. Take a tour of the school building. Discuss the safest ways to enter and leave the building. 25. During recess visit school play areas, and watch the other children at play. Discuss the safe-play areas and use of playground equipment. 26. Have the children make posters of school playground safety scenes.	*Guides* *10 Traffic Safety Guides.* American Automobile Association. *Pamphlets* "School Bus Safety Rules." Massachusetts Safety Council. "Terry the Tricycle." American Automobile Association. *Posters* *School Safety Poster Packets.* Massachusetts Safety Council. *Stories* *10 Otto the Auto Stories for Teachers of Primary Grades.* American Automobile Association. *Transparencies* *Safety Signs on Our Street.* D.C.A. Micro-Study Units.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
	27. Have the physical education teacher demonstrate the safe use of equipment on the playground. 28. Demonstrate the safe use of classroom materials. 29. Discuss general safety practices in the classroom. 30. Have a patrol boy and patrol girl discuss and demonstrate their jobs. Have the children draw pictures of the safety patrol working.	
Safety rules are necessary for the protection of life and property. 1. Courtesy and good conduct essential 2. Obeying those in authority important	1. Discuss the procedure to follow when a hazard is discovered. 2. Discuss how following safety laws and regulations help the policeman, fire fighters, and hospital employees. 3. Discuss how following safety rules and regulations help our families and friends. 4. Role play how the lack of courtesy can cause a hazard (at the drinking fountain, on the stairs). 5. Discuss safety practices in the lunch room and other school rooms used by the children.	*Books* Byrd, Oliver E., *et al. Health* (1-3). Irwin, Leslie W., *et al. Dimensions in Health Series: All About You.*
Each person has a responsibility in accident and fire prevention. 1. Accident prevention 2. Fire prevention (causes) 3. Fire protection a. Fire department b. Fire drills c. Fire equipment	1. Draw pictures, showing ways to prevent accidents. 2. Discuss the hazards of wet floors. 3. Discuss an actual accident in the home and how it could have been prevented. 4. Develop a home safety checklist with the children. Have them take it home. 5. Discuss individual responsibility in reporting accidents.	*Book* Schneider, Robert E. *Methods and Materials of Health Education.* *Guide* *Suggested Guide for Safety Instruction: Fire Prevention.* American Red Cross.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
	6. Develop a "Code of Prevention."	*Pamphlet*
	7. Have a few children make a scrapbook of fire stories reported in the local newspaper.	"Fire Safety – For Teachers of Primary Grades." National Education Association.
	8. Discuss the causes of local fires and how they could be prevented.	
	9. Invite a firefighter to discuss how to prevent fires.	
	10. Role play how good housekeeping habits can prevent fires.	
	11. Show the children the various fire alarms in and around the school. Discuss their use and emphasize the dangers of sounding false alarms.	
	12. Have the pupils participate in a "Fire Protection Hunt" in the school, noting where various pieces of fire protection equipment are located. Write a creative story about a particular piece of equipment, its location and importance.	
Safety the year round is important. 1. Winter safety a. Sledding b. Skating c. Skiing d. Snowmobiling 2. Summer safety a. Swimming b. Boating and canoeing c. Camping d. Flying kites 3. Holiday safety a. Halloween	1. Identify the safe places in the neighborhood for winter play activities.	*Filmstrip* *Safety at Christmas.* Young American Films, Inc.
	2. Plan bulletin boards with the children, showing safe activities for winter and summer.	*Pamphlets* "Skiing Safely." Massachusetts Safety Council.
	3. Take the pupils on a field trip or picnic to the nearest swimming area. Discuss the safety regulations for swimming and boating.	"Swimming." Massachusetts Safety Council.
	4. Discuss the importance of safety just prior to a given holiday season.	

Concepts and Primary Concerns	Sample Learning Experiences	Resources
b. Christmas c. Independence Day (fireworks)		
Skill development is essential in meeting and handling emergencies.	1. Identify and list emergency situations. 2. Discuss and role play some of these situations. Discuss steps to take in the event of a given emergency. 3. Have the children practice making emergency telephone calls. 4. Pretend there is fire in a home and have the children dramatize the situation. 5. Discuss what should be done if someone has swallowed poison. 6. Identify the nearest poison center. Have each child make a telephone dial with the telephone number in the center of the dial. The children can take these dials home. 7. Make a list of people and their telephone numbers who can help in an emergency. Have the children take the list home.	*Book* Irwin, Leslie W., *et al. Dimensions in Health Series: Growing Every Day.* *Pamphlet* "Ten Little Tasters." Imagination, Inc.
There are individuals and groups of people working to promote safety for all.	1. Discuss the ways in which policemen help others (help train school safety patrols, direct traffic, see that people obey traffic laws, etc.). 2. Discuss the jobs of the sanitary and the food inspectors and how they help us. 3. Discuss the roles of Registry of Motor Vehicles inspectors, fire inspectors, etc., in keeping homes and communities safe. 4. Invite as many of the above officials as possible to class to tell about their jobs.	*Book* Grout, Ruth E. *Health Teaching in Schools.*

MIDDLE GRADES

Area I PHYSICAL HEALTH

Field of Study NUTRITION

Objectives

To help the pupil to:

1. Learn about the nutrients of the basic four food groups and how they relate to the body.
2. Appreciate the value of a well-balanced diet for optimum health.
3. Understand the process of digestion.
4. Become aware of the network of industries involved in supplying food to the public.
5. Develop an understanding of food habits and customs in other countries.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
The nutrients supplied by the basic four food groups keep us healthy. 1. Needed for growth and development 2. Can appear in different forms *Definite amounts of foods from the basic four food groups are needed daily.* 1. Milk and meat groups (important for growth) 2. Proteins (build and repair body cells) 3. Carbohydrates (chief fuel foods) 4. Fats (supply over twice as much energy per gram as carbohydrates) 5. Vitamins a. Help maintain body tissue b. Help prevent dietary deficiency diseases 6. Minerals a. Build bones and teeth b. Help regulate body processes c. Help prevent dietary diseases 7. Water (essential to diet)	1. Review the basic four food groups, the foods included in each group, and the amounts recommended. 2. Discuss the terms *nutrition, nutrients, and calories.* 3. List foods which appear in different forms when cooked. For example: eggs – fried, scrambled, and boiled. 4. Have the pupils construct a basic four food mobile. 5. Have the pupils make posters of foods they ate for lunch, and classify them according to food group. 6. Plan a spelling bee of nutrition terms. 7. Have the pupils report on the functions of nutrients and on food sources. 8. Have the pupils relate food sources of vitamins to the Basic Four Guide. 9. Discuss dietary deficiency diseases and their causes. 10. Have the pupils report on the functions of water in the body. 11. Have the pupils do research and report on where the community obtains its supply of water. Precautions taken to insure a safe supply should be included.	*Book* Leverton, Ruth M. *Food Becomes You.* *Films* *What's Good to Eat? Food That Builds Good Health.* New England Dairy and Food Council. *Mobile* *A Basic Breakfast Pattern.* Cereal Institute, Inc. *Pamphlets* "Get Aboard the Good Ship Vitamin C." Florida Citrus Commission. "Guide to Good Eating." New England Dairy and Food Council. "The Nutrition Ladder to Better Health." Florida Citrus Commission.
The "type A" lunch contributes one-third of the daily food needs. 1. "Type A" lunch requirements established by federal government	1. Have the pupils examine the school lunch menu and analyze it for the basic four food groups. 2. Arrange a tour of the kitchen with the food	*Films* *Food, Energy and You.* New England Dairy and Food Council.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
2. Daily servings a. Two ounces of protein food b. Three-fourths cup each of two or more vegetables or fruit or both c. Serving of whole-grain or enriched bread d. One teaspoon of fortified margarine or butter e. One-half pint of whole unflavored milk *When eaten, food is broken down and changed in the body.* 1. Digestion begins in mouth 2. Healthy teeth important for proper digestion *Science has helped to increase man's food supply, improve the quality of food, and make food safe to eat.* *Many people cooperate to bring food to the consumer.* 1. Food industry relates to most other industries 2. Environment determines foods to be grown 3. Inter-continental cooperation necessary to service world population	service supervisor to learn where foods come from, how foods are stored, and how meals are prepared. 3. Have the pupils write a thank-you note to the cafeteria personnel after their visit. 4. Have the pupils make a poster of the digestive system and show where food is broken down. 5. Discuss what teeth do to food. 6. Assign individuals to report on such famous men in the food field as Spallanzani, Appert, van Leeuwenhock, Pasteur, Funk, Underwood, Birdseye. 7. Have the pupils make a display of various types of food packaging. 8. Take a field trip to a supermarket and have the manager speak to the class. The pupils can make a list of the types of foods and packaging materials that they noticed. 9. Visit a farm, dairy, and food processing plant. Report on how food is grown, harvested, and processed. 10. Make a map showing where certain types of foods are grown in the United States. Given reasons why they are grown in those areas. 11. List foods imported and exported by the United States.	*How Food Becomes You.* New England Dairy and Food Council. *Nutrition in Tooth Formation and Dental Caries.* American Medical Association. *What Do We Know About Teeth?* New England Dairy and Food Council. *Pamphlets* "Dairy Foods in the U.S.A." New England Dairy and Food Council. "Uncle Jim's Dairy Farm." New England Dairy and Food Council. "Where We Get Our Food." New England Dairy and Food Council. *Posters* *Get Your A for Health.* United States Department of Agriculture. *Make Lunch Count.* New England Dairy and Food Council.
Food habits vary in geographic sections of the United States. 1. Influenced by ethnic origin 2. Influenced by environment *Food habits are different in other countries.*	1. Have the pupils report on regional foods. If possible, have a tasting party, serving such things as Southern style corn bread, New York style clam chowder, and chili. 2. Have the pupils discuss how climate relates to food eaten.	*Books* American Home Economics Association. *Family Holidays Around the World.* Lowenberg, Miriam E., *et al. Food and Man.*

Concepts and Primary Concerns	Sample Learning Experience	Resources
1. Influenced by religion 2. Influenced by ethnic groups	3. Have the pupils report on food customs of other countries and the possible reasons for such customs. 4. Have the pupils develop posters, a scrapbook of pictures, or stories of foreign foods. 5. Have the pupils prepare some foreign foods and serve them to parents at a school open house.	*Film* *The Big Dinner Table.* (Teacher's Guide) New England Dairy and Food Council. *Pamphlet* "What Did You Have for Breakfast This Morning?" (Teacher's Guide) New England Dairy and Food Council.

Field of Study ALCOHOL (Middle Grades)

Objectives

To help the pupil to:

1. Become aware of the fact that the use of alcohol is traditional.
2. Understand why some people drink alcohol and others abstain.
3. Develop an understanding of the differences in the terms *abstinence*, *drinking*, and *drunkeness*.
4. Understand current, factual information about alcohol.
*5. Appreciate that there are various psychological aspects involved with the excessive use of alcohol.
6. Understand the responsibilities and consequences related to alcohol use.
7. Develop an awareness of the influences in their lives which affect their decision-making about alcohol.

* See sections on Emotional Development and Drugs.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
Alcoholic beverages have been used by man for many centuries. 1. Early man a. Stone age b. Moslems c. Greco-Roman culture 2. Middle Ages a. Ages of chivalry b. Crusades c. Early traffic (France, Spain, Italy) 3. Present day a. Early (England and New England) b. Prohibition and repeal of prohibition c. Economic implications (taxes and expense to individual)	1. Have committees study the different periods of history as outlined and learn about the use of alcohol in each period. Under *early present day* be sure that they include the triangle trade of New England and the economic dependence of England on the liquor trade. 2. Have the pupils study how alcohol is made and compare ancient and modern methods of manufacture. 3. Have children collect materials and information about alcohol which relates to different historical periods. 4. Make bulletin board displays with pictures from these various historical periods. 5. Have the pupils do research and write compositions on how alcohol was used in the various historical periods.	*Books* Lucia, Salvatore P. *Alcohol and Civilization.* Roveche, Berton. *Alcohol: Its History, Folklore and Its Effect on the Human Body.* *Journal* *Journal of Alcohol Education.* Winter, 1968. Licensed Beverage Industries, Inc. *Pamphlets* "Alcohol and Alcoholism." United States Department of Health, Education and Welfare. "Alcoholism in Massachusetts." Massachusetts Department of Public Health. "Alcohol Education Reevaluated." National Association of Secondary School Principals. "It's Best to Know About Alcohol." National Alcoholic Beverage Control Association, Inc. "Report on Alcoholism." Massachusetts Department of Public Health.
The decision to drink alcoholic beverages or to abstain should be based upon knowledge and rational judgment. 1. Reasons for drinking a. Physical (1) Releases muscle tension (2) Acts as a sedative b. Social (1) Acceptance by peers (2) Symbol of adulthood	1. Have a panel discussion or debate, comparing past uses of alcohol with present uses of alcohol. 2. Have the pupils do research on the uses of alcohol for medicinal purposes. Compare present-day uses with past uses. 3. Have a doctor or nurse talk to the class on the use of alcohol. 4. Have a debate or panel discussion on the	*Books* Bauer, W.W., *et al. Health for All* (4-6). Byrd, Oliver E., *et al. Helath* (4-6). Fittman, D.J. *Alcoholism.* Irwin, Leslie W., *et al. Dimensions in Health Series: Choosing Your Goals. Finding Your Way. Understanding Your Needs.* Keller, Mark, and McCormack, Mairi. *A Dictionary*

Concepts and Primary Concerns	Sample Learning Experiences	Resources
(3) Conformance to mores of a group with prestige c. Emotional (1) Escape from reality (2) Feeling of temporary stimulation (3) Feeling of relaxation d. Medicinal (1) Anesthetic (2) Tranquilizer for convalescents and the aged (3) Analgesic 2. Degrees of drinking a. Total abstinence (1) Religious reasons (2) Economic reasons (3) Health b. Drinking (1) Social (2) Religious (3) Medicinal c. Drunkeness (temporary loss of control over reactions and behavior) d. Alcoholism (1) Chronic disease (2) Injurious to health and social and economic functions (3) Progressive if left untreated (4) Can be fatal	beneficial uses of alcohol as opposed to the abuse of alcohol. 5. Have students relate what they think alcohol does to the human body and contrast this with factual data. 6. Make a chart showing the different alcoholic beverages. 7. Make graphs showing the correlation between the amount of alcohol in the blood and the stages of inebriation (total abstinence to drunkeness). 8. Have the pupils interview a doctor, nurse, coach, or guidance counselor concerning the effects of alcohol on a person (mentally, physically, morally). They can report their findings to the class. 9. Have the students look up and discuss the definitions of the terms *alcohol, alcoholism, alcoholic*, and *intoxication.*	*of Words About Alcohol.* McCarthy, Raymond G. *Facts About Alcohol.* *Filmstrips* *Alcohol – Chemistry and Uses.* Eye-Gate House, Inc. *Alcohol and You.* McGraw-Hill Book Company. *Packet* *Take a Sober Look at Drinking.* Washington State Liquor Control Board. *Pamphlet* "Planning for Alcohol Education." Licensed Beverage Industries, Inc. *Tapes* *The Choice Is Yours.* Educational Progress Corp. *Transparencies* *Acceptable Ceremonial and Religious Drinking.* D.C.A. Educational Products, Inc. *Alcohol: Industrial and Medical Uses.* D.C.A. Educational Products, Inc. *Reasons People Drink.* D.C.A. Educational Products, Inc.
Alcoholic beverages have various effects upon the person. 1. Effects upon the body organs a. Brain (1) Depressant (2) Loss of muscular coordination (3) Movement	1. Construct a chart pointing out the beneficial aspects of alcohol on the body as opposed to the harmful effects. 2. Draw a diagram of the human body and color the areas which are particularly affected by alcohol consumption. Name these areas and tell what damage might result from the excessive	*Books* Carroll, Charles R. *Alcohol: Use, Nonuse and Abuse.* Chafetz, Morris E. *Liquor, the Servant of Man.* McCarthy, Raymond G. *Alcohol Education for Classroom and Community.*

Concepts and Primary Concerns	Sample Learning Experiences	Resources
(4) Speech (5) Breathing b. Heart (blood pressure) c. Kidneys (increased activity) d. Stomach (varies appetite) e. Liver (cirrhosis, resulting from prolonged, heavy drinking) f. Eyes (reduction of acuity) g. Ears (reduction of acuity) 2. Physical effects a. Loss of body heat b. Decrease of fine skills c. Talkative and noisy d. Belligerent e. Unsteadiness in standing, walking f. Abnormality of gross body functions g. Unconsciousness h. Death 3. Social effects a. Gregariousness, moroseness b. Alcoholism c. Ostracism from peer group d. Broken homes 4. Emotional effects a. Mental stress b. Loss of memory c. Impaired function d. Less concern with minor irritations and restraints e. Exaggerated emotions and behavior 5. Medicinal effects (lessens pain)	use of alcohol. 3. Ask a pharmacist to explain to the pupils the difference between rubbing alcohol and beverage alcohol. 4. Have the pupils list the uses of rubbing alcohol. 5. Have the pupils calculate how much of the cost of a bottle of liquor is tax (state and federal). Have them find out who gets this tax money and how it is spent. 6. Have the pupils ascertain the areas of greatest alcohol consumption in the United States (rural, urban, north, south, east, west). Let them suggest reasons for the distribution. 7. Have the pupils compute the number of man hours lost in the country due to excessive drinking (in a day, a week, a year). 8. Have the pupils compute the total cost of liquor consumed in the United States and compare it with the total cost of education. 9. Discuss the terms *mental stress, irritability,* and *depression.* 10. Discuss factors which contribute to the development of these states in adults and teen-agers. 11. Have pupils interview adults and teen-agers and report on the reasons given for drinking. Evaluate the reasons.	McCarthy, Raymond G. *Exploring Alcohol Questions.* *Film* *Any Boy-USA.* National Women's Christian Temperance Union. *Filmstrips* *Alcohol and Your Health.* Society for Visual Education. *The Effects of Alcohol.* Eye-Gate House, Inc. *Pamphlets* "The City America Could Build." Alcohol Problems Association. "It's Best to Know." National Alcoholic Beverage Control Association. "What the Body Does with Alcohol." Rutgers Center of Alcohol Studies. *Transparencies* *Alcohol: Effect on the Body.* D.C.A. Educational Products, Inc.
*Alcohol can change one's behavior.**	1. Investigate the hospitalization and care of heavy drinkers.	*Pamphlets* "Manual on Alcoholism." American Medical Association.

*See Emotional Development and Drug Sections.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
1. Immediate effects a. Stimulation b. False courage c. Depression d. Forgetfulness 2. Long-range effects a. Dependence on alcohol b. Loss of self-respect, family, and integrity		*Transparencies* *Alcohol Effects Personality*. D.C.A. Educational Products, Inc.
The decision to drink involves legal and social obligations. 1. Driving (control, reaction time, judgment) 2. Deportment (loss of inhibitions and moral values) 3. Laws (local, state, federal)	1. Have the pupils collect newspaper stories of automobile accidents caused by drinking. 2. Have the pupils check on court cases resulting from drinking. 3. Discuss the penalties for driving under the influence of liquor. 4. Contact the Registry of Motor Vehicles, the local police department, or an insurance company and arrange for a representative to speak to the pupils regarding the dangers of drinking and driving. 5. Discuss the obligations which accompany the decision to drink when a person becomes of age. 6. Have the pupils write a paper on why a pilot should not drink before flying an airplane. 7. Have the pupils write a paper telling why an individual should not drink and drive.	*Article* "Drinking and Driving: New Approaches." *Today's Health*. March, 1968. *Book* Willgoose, Carl E. *Health Education in the Elementary School*. *Film* *Public Enemy No. 1*. National Women's Christian Temperance Union. *Pamphlets* "Alcohol and Alcoholism." National Institute of Mental Health. "The Way to Go." Kemper Insurance Company. "The New Law on Drinking and Driving." Registry of Motor Vehicles.

Field of Study DRUGS (Middle Grades)

Objectives

To help the pupil to:

1. Develop an understanding of the historical background of drugs.
2. Acquire a healthy respect for drugs and their tremendous value to mankind when used correctly.
3. Comprehend the possible physical, mental, and moral dangers involved in the use of drugs.
*4. Become acquainted with the various environmental factors which could easily influence an individual's decisions with regard to drug use and/or abuse.
5. Appreciate the national and state laws regarding the distribution and use of drugs.
6. Realize the effects of drugs on the body, and acquire a basis upon which to build decision-making abilities.

* See section on Emotional Development.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
The use of drugs has made a valuable contribution to the historical development of man. 1. Asia (China) a. Used as a medication b. Opium War (cause and results) 2. India, Turkey (medical and religious uses through the ages) 3. Africa (South Africa, Egypt) 4. North America (United States, Mexico) 5. South America 6. Europe (England, France) 7. Greco-Roman	1. Form committees of pupils to do research on the history of drugs in each of the countries mentioned. Have a member of each committee report on what his committee has learned. 2. Have the pupils dramatize what they have found out concerning the history of drugs in the various countries. 3. Make bulletin board displays of drugs which early man used and drugs of today. 4. Assign individuals to do research and report on such men in the drug field as Alexander Flemming and William Norton. 5. Trace the history and development of a modern day drug from ritual or tribal usage to modern medical applications (heroin, morphine, etc.). 6. Have the pupils do research on poisonous plants such as mushrooms.	*Books* American School Health Association. *Teaching About Drugs.* Modell, Walter, and Lansing, Alfred. *Drugs.* Hyde, Margaret. *Mind Drugs.* Read, Donald. *Drugs and People.* *Filmstrip* *Narcotics: Background Information.* Eye-Gate House, Inc. *Pamphlets* "Current Issues in the Prevention and Control of Marijuana Abuse." United States Department of Health, Education and Welfare. "First Facts About Drugs." Food and Drug Administration. United States Department of Health, Education and Welfare. "The Use of the Cannabis Drugs in India." Chopra, I.C., and Chopra, R.N.
Modern drugs have a tremendous beneficial potential for mankind. However, abuse of these same drugs has caused them to become detrimental to the individual and to society. 1. Types of drugs a. Provided by nature b. Synthetic 2. Proper usage a. Prescribed by a physician b. Administered by a properly qualified person	1. Have a pharmacist describe the information on a doctor's prescription. 2. Collect magazine and newspaper advertisements which promote over-the-counter medicines and evaluate their claims. Make a bulletin board display of these advertisements. 3. Have the pupils make a chart, showing the differences between drugs and medicines that are sold over-the-counter and those which are sold by medical prescription only.	*Books* Byrd, Oliver E., *et al. Health (4-6).* Harms, E. *Drug Addiction in Youth.* Kitzinger, Angela, and Hill, Patricia. *Drug Abuse: Source Book and Guide for Teachers.* Lingeman, Richard. *Drugs From A to Z: A Dictionary.* *Pamphlets* "Drug Abuse: Escape to Nowhere." *National*

Concepts and Primary Concerns	Sample Learning Experiences	Resources
c. Taken as prescribed with adult supervision d. Taken as directed on label 3. Hazardous use of drugs a. Self medication b. Overdosage c. For physical and mental stimulation d. Use of old or outdated drugs 4. Careless use of dangerous household substances (lye, carbona, cleaning materials etc.) 5. Proper storage, care, and disposal a. Medicine cabinet b. Proper labeling c. Proper disposal of antiquated prescriptions 6. Careful analysis of advertising claims a. Newspapers, magazines, and billboards b. Radio and TV	4. Invite a competent doctor, nurse, pharmacist, or psychologist to talk to the class on the wise use of drugs. 5. Have the pupils do research and give oral reports on the effects of drugs on the brain and nervous systems and the possible consequences on the total functions of the body. 6. Promote a discussion between the pupils and their parents on the substances (detergents, lye, insecticides, etc.) found in their home which could be potentially harmful to the human body. 7. Have the pupils display empty containers of dangerous household substances. 8. Invite a chemistry or biology teacher to talk to the class about the nature of household chemicals. 9. Make a tape recording of drug advertisements on radio and TV. Play back the tapes in the classroom and discuss how the advertisements are presented to appeal to the public. 10. Make posters depicting how advertisements attempt to influence the buyer. 11. Have the pupils make posters on how drugs help to improve one's health.	*Education Associaton.* "Drug Abuse: A Call for Action." American Social Health Association. "A Guide to Some Drugs Which are Subject to Abuse." American Social Health Association. "Narcotic and Harmful Drug Information." Massachusetts Department of Public Health. "Runningawayness." Food and Drug Administration. "What We Can Do About Drug Abuse." Food and Drug Administration.
Use of drugs produces various physical and behavioral changes in the body. 1. Personality changes a. Stimulants b. Depressants c. Hallucinogens d. Volatile solvents	1. Prepare a diagram of the blood stream, showing how substances entering the body by any means are carried throughout the body. 2. Invite a pharmacist to discuss the effects of different drugs on the body systems. 3. Use models or diagrams of the various body systems showing how substances not classified	*Filmstrips* *Control of Narcotics, Drugs and Health.* Eye-Gate House, Inc. *Drugs and the Nervous System.* Churchill Films. *Narcotics and You* (Parts 1 & 2). McGraw-Hill Book Company.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
e. Narcotics 2. Behavior changes a. Stimulants b. Depressants c. Hallucinogens d. Volatile solvents e. Narcotics 3. Nervous system effects a. Stimulants b. Depressants c. Hallucinogens d. Volatile solvents e. Narcotics 4. Digestive system effects a. Stimulants b. Depressants c. Hallucinogens d. Volatile solvents e. Narcotics 5. Coordination problems a. Stimulants b. Depressants c. Hallucinogens d. Volatile solvents e. Narcotics 6. Drug dependency a. Psychological b. Physical	as food reach the various body systems. 4. Develop a four-column chart giving: (1) Technical name of drug. (2) Slang name of drug. (3) Immediate result of use. (4) Long-range effect of use.	*Pamphlets* "A Doctor Discusses Narcotics and Drug Addiction." Budlong Press Company. "The Glue Sniffing Problem." American Social Health Association. "Questions and Answers on Barbiturates, Amphetamines, LSD, Marijuana, Narcotics." Narcotic Addiction Control Commission. *Transparencies* *Mood and Behavior Modifiers Common and Special Circumstances.* 3M Company. *Range of Mood and Behavior Modifiers.* 3M Company. *Various Controls on Mood and Behavior Modifiers.* 3M Company.
Laws restricting the use of drugs are provided by the federal and state governments for the protection of citizens. 1. Control of narcotics 2. Control of marijuana	1. Discuss with the class why laws are necessary. 2. Show the class how the state and federal governments are protecting the welfare of the citizens. 3. Present some of the enforcement problems that	*Pamphlets* "Federal and Massachusetts Drug Laws." Massachusetts Department of Education. "Narcotic and Harmful Drug Laws." Massachusetts Department of Education.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
3. Control of opium 4. Narcotic Manufacturing Act and Cosmetic Act 5. Drug Abuse Control Amendment	face officers in attempting to carry out the provisions of the laws.	"Prevention and Control of Narcotic Addiction." United States Government Printing Office.

Field of Study EMOTIONAL DEVELOPMENT (Middle Grades)

Objectives

To help the pupil to:

1. Begin to understand the importance and worth of each individual.
2. Recognize the relationships of physical growth and maturation to emotional development.
3. Explore the significance of environment upon emotional development.
4. Become aware of the interrelationships that exist among physical, social, intellectual, and emotional developments.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
Each individual is a unique human being. 1. Appearance and name 2. Abilities and talents 3. Feelings and emotions a. Identification b. Function (for and against the individual) c. Examples (1) Love (2) Anger (3) Fear (4) Shame 4. Values a. Where they come from b. How they function c. How they differ 5. Conscience a. Where it comes from b. How it functions c. Gray areas	1. Develop the idea of the uniqueness of the individual, using the "Peanuts" gang or similar cartoon as a basis for discussion. 2. Discuss the appearance, ability, and values of favorite TV or book characters. 3. Have the pupils use mirrors to study facial expressions. Make two lists – what one can see on the surface and what may be underneath. 4. Have the pupils dramatize crises of conscience.	*Books* American Guidance Service, Inc. *The People Around Us* (5). Byrd, Oliver E., *et al. Health* (4-6). Ryler, Ruth, *et al. Teach Us What We Want to Know.* Staff of National Foundation for American Education. *Seeing Ourselves.* (6) Sylvester, Robert. *Common Sense in Classroom Relations.* *Monograph* *The Protection and Promotion of Mental Health in Schools.* United States Department of Health, Education and Welfare. *Special Supplement* "Mental Health in the Classroom." *The Journal of School Health.* May, 1968.
Growing up involves gradually assuming responsibility for oneself. 1. Dependence and independence (balance between the two – end result of maturation) 2. Decision-making 3. Responsibility for actions	1. Show and discuss the film *Growing Up.* 2. Have the pupils role play situations where decision-making is involved and where the assumption of responsibility is involved.	*Film* *Growing Up.* Coronet Films. *Filmstrip* *Promises Are Made to Keep.* Encyclopaedia Britannica Educational Corp.
A positive self image is basic for healthy emotional development and happiness. 1. Self-perception a. Ups and downs in life are normal b. Self-[illegible] varies from person to person	1. Have each pupil think of the person he most admires. Then list on the board characteristics which the children like in a person and those which they do not like. 2. Ask each child to write his autobiography or	*Books* Bruck, Charlotte Marie, and Vogelsong, Marguerite O. *Build* (5). Bruck, Charlotte Marie, and Vogelsong, Marguerite

Concepts and Primary Concerns	Sample Learning Experiences	Resources
2. Why people do things a. Motivation b. Drive and initiative c. Role of frustration (defensiveness) d. External influences 3. Normal physical growth a. Outward changes to be understood and accepted (1) Size and shape (2) "Looks" (sexuality) (3) Skill development b. Reason for change (puberty)	plan a booklet called "All About Me." 3. Have the pupils draw or collect pictures of activities a person can enjoy by himself. 4. Invite a doctor and nurse to discuss normal physical growth and development from a factual point of view, stressing the areas that may cause anxiety.	O. *Search* (6). Freud, Anna. *Psychoanalysis for Teachers and Parents.* Gesell, Arnold, and Ilg, Frances. *Child from Five to Ten.* Ginott, Haim G. *Between Parent and Child.* *Films* *Looking at Children.* Metropolitan Life Insurance Company. *Pamphlet* "Emotional Problems of Illness." Science Research Associates.
Serious physical problems must be recognized and accepted by the individual and his peers. 1. Noticeable physical problems a. Vision (glasses) b. Hearing (hearing aids) c. Manipulation and gait problems (cogenital development) d. Epilepsy (other similar problems) 2. Physical problems felt inwardly a. Hearing and vision b. Heart-lung-circulation c. Brain damage 3. Retardation a. Causes b. Severity (mild-severe) c. Treatment 4. Mental and emotional problems a. Psychosis b. Neurosis	1. Have each pupil report on the life of a physically handicapped person. 2. To help the children build empathy, have them role play being handicapped. Examples: Pretend you are blind. Pretend you have just found out you must wear a hearing aid. Pretend that your doctor has just said you cannot take physical education. 3. Have the pupils exchange letters with children in a hospital school such as Canton. 4. Interview the teacher of homebound pupils. Ask about their feelings and hopes. 5. Discuss retardation, possible causes, methods of evaluating, and means of coping with the problems. 6. Invite the teacher of an educable class to talk with the class.	*Books* American Guidance Service, Inc. *Seeing Ourselves* (6). Byrd, Oliver E., *et al. Health* (4-6). Freud, Anna. *Psychoanalysis for Teachers and Parents.* Piaget, Jean. *Construction of Reality in the Child.* Smith, Bert Kruger. *No Language but a Cry.* *Film* *What to Do About Upset Feelings.* Coronet Films. *Pamphlet* "Emotional Problems of Illness." Science Research Associates.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
c. Exaggeration of difficulties d. Available assistance *Emotional reactions based on fear, anxiety, tension, or excitement may trigger physical reactions.* 1. Common signs a. Blushing b. Paleness c. Perspiration d. Weakness e. Headache f. Stomach upset g. Unusual strength 2. Dealing with emotions	7. Invite representatives of local agencies to discuss how they help citizens cope with problems. 8. List the physical reactions that may arise from emotions. 9. Act out physical reactions to situations such as: (1) A test at school (2) Being at bat – two outs (3) Giving an oral report (4) Walking in the dark (5) A bully taking a possession (6) Meeting a new boy or girl	
Parents, siblings, relatives, friends, teachers, neighbors, and others influence the emotional development of each child. 1. Home influence a. Role of parents (1) Love and acceptance (2) Self-models, manners (3) Discipline (4) Rights within a family value system b. Role of siblings (1) Status of age, or lack of it (2) Support (3) Conflict c. Role of relatives (living in home) 2. Peer influence a. Friends (1) Making and keeping friends (2) Good manners b. Peer conflicts and solutions (1) Scapegoating	1. Have the pupils write a script about a family situation concerning siblings, and present it to the rest of the class. 2. Dramatize a story about family conflicts. 3. Invite some parents to speak to the class on what actions they expect from children and what actions they expect children to avoid. 4. Have children write about "How I Help My Family." 5. Discuss ways of making a new pupil feel welcome at school and ways he can be helped to make new friends. 6. Role play the following situations where manners are used: (1) How to act at a party (2) How to act at a sports event (3) Telephone etiquette 7. Role play a situation where compromise is used.	*Books* Irwin, Leslie W., *et al. Dimensions in Health Series: Finding Your Way, Choosing Your Goals, Understanding Your Needs.* Jenkins, Gladys Gardner, *et al. These Are Your Children.* Los Angeles County Board of Education. *Guiding Today's Children.* National Institute of Mental Health. *Mental Health of Children.* Sugarman, Daniel A., and Hochstein, Rolaine. *Seven Stories for Growth.* *Films* *Good Sportsmanship.* Coronet Films. *You and Your Family, and You and Your Friends.* Associated Films, Inc.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
(2) Isolation (3) Decision making (4) Compromising c. Reputation versus behavior 3. Group influence a. Organized sets (Scouts, etc.) b. Informal gangs (1) Dependence (2) Independence c. Good leader d. Good follower 4. Societal influence a. School and teacher (1) Relationships (2) Demands of the curriculum (3) Transition to Junior High b. Mass Media (1) TV (2) Movies (3) Newspapers, magazines (4) Books c. Cultural variations – prejudice learned and fostered between and among (1) Peers (2) Generations (3) Neighborhoods	8. Show and discuss the filmstrip *Working and Playing Together.* 9. Show and discuss the film *Good Sportsmanship.* 10. Organize a class club and elect officers. 11. Have the pupils report on some leader, showing the qualities that make him or her oustanding. 12. Make a collage of favorite TV program notes, movie listings, newspaper articles, magazines, book titles or book jackets for a bulletin board display, entitled "What We Like and Why." Show the why by superimposing descriptive words over the pictures and prints. 13. Invite an anthropology student or history professor from a local university to discuss another cultural group and tell how the children in this group behave. 14. Have the pupils visit a local museum or library to find examples of games that children play in other lands. Discuss how these games help in emotional growth.	*Filmstrip* *Working and Playing Together.* McGraw-Hill Book Company.
Environmental influences may differ, may be lacking, or may conflict.	1. Invite a child from a different racial or geographical background to spend a day with the class. 2. Exchange visits with children in another school. 3. Ask the pupils to list problems common to their age group. Have a panel discussion on these problems and try to reach some solutions.	*Book* Friedenberg, Edgar Z. *The Dignity of Youth and Other Atavisms.* *Filmstrip* *Getting Acquainted.* McGraw-Hill Book Company.

Field of Study TOBACCO (Middle Grades)

Objectives

To help the pupil to:

1. Understand the history of the use of tobacco and its culture here and abroad.
2. Become aware of the effects of smoking on his health and appearance.
3. Comprehend that smoking is economically unsound for the individual.
4. Understand that one does not have to smoke to be socially accepted by peers.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
The use of tobacco has historical significance socially and economically. 1. Use by Indians in America 2. Introduction to Europe 3. Early growth 4. Present growth 5. Economic impact a. Present use b. Export c. Federal and state taxes	1. Have committee reports on the early use of tobacco in this country and other countries. 2. Have the pupils make displays of the different ways that tobacco is used in different countries. 3. Have the pupils study the difference in tobacco grown in this country and that grown in other lands. 4. Hold a debate or panel discussion on how early tobacco growers in this country depleted the land. 5. Discuss tobacco growing in the Connecticut River Valley and its economic impact on this region. Find out if other use can be made of this land. 6. On a map of the world and/or the United States, indicate by the use of color the tobacco-growing regions. 7. Discuss the amount of tax on each package of cigarettes (federal and state) and relate it to the economy of the country. 8. Have the pupils build resource units and keep them in the resource center of the school to be used and added to yearly.	*Books* *Collier's Encyclopedia.* Vol. 22. *Compton's Pictorial Encyclopedia.* Vol. 14. *Encyclopaedia Britannica, Jr. for Boys and Girls.* Vol. 14. *Encyclopedia Americana.* Vol. 26. *Our Wonderful World.* Vol. 1. *World Book Encyclopedia.* Vol. 18. *Film* *Smoking: Past and Present.* Local Cancer Society. *Filmstrip* *Tobacco – Historic Background.* Eye-Gate House, Inc. *Idea Kit* Massachusetts Inter-Agency Council on Smoking and Health
Current research is controversial in respect to its findings concerning the detrimental effects of tobacco. 1. Findings supporting detrimental effects a. Identification of some key substances in tobacco smoke b. Parts of the body effected (1) Respiratory system (2) Cardio-vascular system	1. Have the pupils make a graph showing the relationship between the increase in smoking and lung cancer. 2. Have the pupils draw a diagram of the human body and color in the various areas that might contain nicotine residue. 3. Have the pupils discuss smoking facts with their parents.	*Books* American Association of Health, Physical Education and Recreation. *Health Concepts, Guide for Health Instruction.* Bauer, W.W., *et al. Health for All* (4-6). Byrd, Oliver E., *et al. Health.* (5-6)

Concepts and Primary Concerns	Sample Learning Experiences	Resources
(3) Digestive system (4) Nervous system (5) Skin c. Effects on physical efficiency d. Effects on life expectancy e. Research findings (1) Cancer (2) Heart problems (3) Circulatory problems (4) Emphysema 2. Findings challenging detrimental effects	4. Make a collage of cigarette packages showing the "May be Hazardous to Health" label on each one. 5. Allow a cigarette to burn on a glass dish. Have the pupils observe the tar residue. 6. Demonstrate the "Smoking Machine." 7. Use a torso model and charts to study the physiology of the body systems affected by smoking. 8. Have the pupils make posters showing the effect of smoke on areas of the body. 9. Show slides of cancerous and normal cells. 10. Prepare a TV commercial, giving scientific facts on smoking and the effect on the body systems.	*Pamphlets* "I'll Choose the High Road." Local Cancer Society. "Questions and Answers to Cigarette Smoking." Local Tuberculosis Association. "Smoke Cigarettes? Why?" Local Cancer Society. "Smoking and Health Experiments." National Clearinghouse for Smoking and Health. United States Public Health Service. "Where There Is Smoke." Local Cancer Society. *Teaching Aid* *Mechanical Smoker.* Winston Products for Education.
Smoking involves many economic factors. 1. In early times 2. Present cost to industry 3. Federal and state tax revenue 4. Wasting money from the family budget 5. Fires as a result of smoking (loss of life and property)	1. Have the class compute the expense of smoking one package of cigarettes per day for 30 years. Then have them list the things that they want and could buy with that money. 2. Discuss the amount of money that is spent per day in the local community on smoking and how the money could be spent more effectively. 3. Collect and categorize news articles about fires caused by careless smokers. Make a bulletin board display of the material.	*Pamphlets* "Answering the Most Often Asked Questions About Cigarette Smoking and Lung Cancer." Local Cancer Society. "Best Tip Yet – Don't Start." Local Cancer Society. "Effects of Smoking." Local Cancer Society. *Transparencies* *Smoking Level.* D.C.A. Educational Products, Inc.
Smoking involves numerous social factors. 1. Individual appearance a. Stained teeth b. Discoloration of fingers and nails c. Bad breath	1. Have the pupils discuss pipe, cigar, and cigarette smoking. Point out the possible harm in each. 2. Discuss with the students the effect that smoking has on the breath.	*Experiments* *Smoking Experiments.* Local Cancer Society *Exhibits* *To Smoke or Not to Smoke.* Local Cancer Society.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
d. Odor on clothes 2. Effect upon others a. Develops an undesirable environment for non-smokers b. Encourages others to smoke	3. List common courtesies that some smokers ignore. 4. Invite a dental hygienist to discuss the effect of smoking on oral hygiene. 5. Have the pupils survey the community to determine where "No Smoking" signs are located. Have them discuss the reasons for the signs in those areas. 6. Have the pupils notice people who smoke in "No Smoking" areas. Have them record the incidents and discuss them at a later date.	*Film* *Point of View.* Local Tuberculosis and Respiratory Disease Association. *Filmstrips* *I'll Choose the High Road.* Local Cancer Society. *Is Smoking Worth It?* Local Cancer Society. *Huffless, Puffless Dragon.* Local Cancer Society. *Tobacco and Health.* Eye-Gate House, Inc. *Tobacco – Report of the United States Surgeon General's Advisory Committee.* Eye-Gate House, Inc. *Tobacco – Statistics and Chemistry.* Eye-Gate House, Inc. *Poster* *Congress Has Acted – Now It's Up to You.* Local Cancer Society.
To smoke or not to smoke becomes a personal decision for each individual. 1. Influences that motivate individuals to begin smoking a. Family (parents, older sisters and brothers) b. Personal experiences (1) Striving for maturity (2) Curiosity (3) Defiance of adult rules and regulations (4) Peer group (5) Advertising (entertainers, adult leaders, athletes)	1. Have the pupils list the advantages and disadvantages of smoking. Have them make comparison charts and take them home to their parents. 2. Inaugurate a school "No-Smoking" campaign. 3. Prepare a display of newspaper and magazine articles showing the harmful effects of smoking. Include articles about fires caused from careless smoking. 4. Have the children obtain information on state laws which relate to smoking. 5. Have the pupils role play an experience in which classmates pressure a pupil to smoke with them.	*Article* "What the Cigarette Commercials Don't Show." Local Cancer Society. *Books* Curtis, Lindsay. *Smoking or Health.* Public Health Service. United States Department of Health, Education and Welfare. *The Health Consequences of Smoking.* *Pamphlet* "What to Tell Your Parents About Smoking." Local Heart Association.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
2. Influences that motivate individuals not to smoke a. Example of adults b. Peer influence c. Respect for the law d. Respect for one's body e. Strength of character f. Advertising (1) Cancer and Heart Association (2) Respiratory and Disease Association g. Athletics	6. Have each pupil compile a list of his friends and relatives and conduct a survey on their attitudes toward smoking.	*Transparencies* *Substances that Modify Mood and Behavior.* 3M Company.

Area III CONSUMER AND ENVIRONMENTAL HEALTH

Field of Study CONSUMER HEALTH (Middle Grades)

Objectives

To help the pupil to:

1. Understand the individual's role and responsibility as a consumer of health products
2. Develop an awareness of the problems that tend to prevent wise consumer choices.
3. Use discriminating judgment in the selection of health products and services.
4. Understand the importance of carefully spending the health dollar.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
The health consumer has a variety of needs. 1. Health consumer buys or uses a. Health services b. Health facilities c. Health products 2. Responsible health consumer a. Seeks the best services b. Demands conservative prices c. Expects good quality in services and products	1. Discuss the kinds of health services used by different families. 2. Have the pupils consult newspapers for comparative price lists and bring them to class for discussion. 3. Have the pupils prepare individual or group reports on consumer health articles or products found in magazines.	*Book* Trump, Fred. *Buyer Beware.*
The consumer of health products is constantly faced with making decisions. 1. Drugs and medicines* a. Prescription medicines b. Non-prescription medicines (1) Examination of labels (2) Limitations of labeling 2. Health foods 3. Equipment and devices a. Legitimate b. Harmful or useless 4. Cosmetics and other substances 5. Health Services a. Seeking assistance from medical doctors (1) Family doctors (2) Allergist (3) Dermatologist (4) Opthamologist (5) Pediatrician (6) Psychiatrist	1. Have the pupils identify over-the-counter preparations such as cough drops, aspirins, and cold tablets, which may be harmful if taken over an extended period of time. 2. Define or distinguish between the terms *fortified, enriched, homogenized,* and *additives.* 3. Display pictures of gadgets and devices sold by quacks. 4. Have a child find the name of a medical specialist in the telephone book. Invite the specialist to visit with the class or arrange for a child to visit and interview the specialist and report to the class. 5. Discuss eyeglasses and the importance of having a qualified person prescribe them. 6. Have a committee study the non-medical specialists and report to the class. 7. Discuss the meaning of M.D. and other uses of the title of *doctor.* 8. Discuss some of the common physical problems	*Articles* "Do Cold Cures Really Work!" *Today's Health.* January, 1961. "Doctors Who Helped Win the West." *Today's Health.* September, 1964. "Granny Had a Cure for Everything." *Today's Health.* May, 1963. "How the Guidance Quacks Work on Your Worries." *Today's Health.* December, 1961. "The Iron Curtain of Superstition." *Today's Health.* April, 1961. "Quactitioners in the Old West." *Today's Health.* November, 1964. *Books* Coy, H. *Doctors and What They Do.* Sutherland, L. *Magic Bullets.* *Films* *Choosing a Doctor.* McGraw-Hill Book Company.

*See section on Drugs.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
b. Seeking assistance from non-medical specialist (1) Optometrist (2) Optician (3) Clinical psychologist (4) Chiropractor (5) Pharmacist c. Seeking dental care (1) Dentist (2) Hygienist (3) Orthodontist d. Other non-medical personnel e. Medical quacks 6. Special problems of health consumers a. Deciding to seek the services of a physician b. Self-medication (hazards of treating oneself) 7. Fallacies about health products a. Health fads b. Superstitions c. Nostrums	at this age and when to seek the services of a physician. 9. Discuss the dangers of self-diagnosis and self-medication. 10. Make a notebook of health superstitions. Compare the superstitions with the scientific facts available today. 11. Bring in pictures of exercising devices, weight losing gimmicks, etc., and discuss their uses and misuses. 12. Discuss old "medical" practices used in earlier times to prevent disease (onions worn around the neck).	*Folks, Facts and Pharmacy.* Lederle Laboratories. *I Have a Secret Cure for Cancer.* Cancer Society. *Quacks and Nostrums.* McGraw-Hill Book Company. *Science and Superstition.* Coronet Films. *Your Friend the Doctor.* Coronet Films. *Pamphlets* "Food Faddism and False Claims." American Medical Association. "Vitamin Supplements and Their Correct Use." American Medical Association. "Ways to Keep Well and Happy." Local Tuberculosis Association. "Your Health and Recreation Dollar." Money Management Institute *Transparencies* *Comparing Health Choices.* 3M Company. *The Dentist.* 3M Company *Hazards of Self Diagnosis.* 3M Company. *The Pharmacist.* 3M Company. *The Physician.* 3M Company. *Professional Health Specialist.* 3M Company.
The young buyer must spend his money wisely. 1. Making the most of the health dollar (knowing before buying) 2. Assuming responsibility for one's own health 3. Utilizing public health services a. Rabies clinic	1. Discuss the percentage of the dollar spent on medical and health products. 2. Have the pupils compare the prices of the same products obtained in different stores. 3. Discuss the various types of medical services which are provided by the local health department for members of the community.	*Article* "Consumer Education for the Young Buyer." *Today's Health.* March, 1967. *Book* Willgoose, Carl E. *Health Education in the Elementary School.*

Concepts and Primary Concerns	Sample Learning Experiences	Resources
b. Measles clinic c. Eye examinations d. Chest X-rays e. Dental care 4. Having knowledge of school health and accident insurance	Discuss how these services can be effectively used by community members and how they are often abused. 4. Have the class discuss the school health and accident insurance and its purpose. 5. Stimulate discussion on the budget make-up of the local health board.	*Filmstrip* *Dollars for Health.* Institute on Life Insurance *Transparencies* *Consumer Protection Sources.* 3M Company.
Health advertisements and promotions have a marked influence on buying habits. 1. Purposes of advertising a. Increase consumer demand for certain products b. Reach the consumer (brainwashing) 2. Responsibility of advertising a. Making truthful claims b. Presenting messages in good taste c. Presenting accurate facts 3. Irresponsible techniques of advertising a. Reach the emotions rather than reason b. Present inaccurate facts (1) Misleading claims and statements (2) Incorrect word usage to confuse the buyer (3) Testimonials (4) Gurantees c. Deceptive packaging d. Exploitation of special groups (1) Children (2) Teen-agers (3) Housewives	1. Have pupils make a guide for evaluating health advertising. Have them re-evaluate their guide several months later. 2. Bring in a health product and have the pupils discuss the label and decide whether or not it is worth purchasing. 3. Make some tape recordings of radio and TV commercials relating to children's health. Have the pupils discuss the tapes. 4. Have the pupils make a bulletin board display of advertisements which they have collected, showing how advertisements attempt to play on the emotions. 5. Have the pupils discuss the points to consider in reaching a decision to purchase various products. Consider the following: (1) Quality of the product. (2) Comparable price of similar items. (3) The safety of the product. (4) Accuracy of statements. (5) Need for the product. (6) Conservative advertising. 6. Display advertisements aimed at specific age levels. 7. Invite the advertising editor of a local newspaper to speak to the class about criteria	*Film* *The Meanest Crime.* Food and Drug Administration. *Pamphlet* "Bait Ads that Hook Your Dollars." Better Business Bureau. "Facts You Should Know About Your Better Business Bureau." Better Business Bureau. *Transparencies* *Influence on Health Choices.* 3M Company.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
	for accepting health products and health service advertising.	
Many health agencies and organizations are working to protect the health dollar. 1. Local Better Business Bureau 2. State agencies 3. Federal agencies	1. Invite a representative from the local Better Business Bureau to discuss the role of the organization in the community. 2. Have the pupils set up their own set of rules which they believe all merchants, advertisers, etc., should be compelled to follow. Discuss the feasibility of each rule. 3. Compile a list of community sources where reliable and accurate health information can be obtained. 4. Visit a Food and Drug Administration Laboratory if there is one in the vicinity.	*Book* Neal, Harry. *The Protectors – The Story of The Food and Drug Administration.* *Pamphlet* "Consumer's Union Special Publications." Consumer's Union of the United States.

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Field of Study SAFETY (Middle Grades)

Objectives

To help the pupil to:

1. Develop an awareness of hazards.
2. Develop the ability to deal with situations in the environment that are potentially dangerous.
3. Understand that safety precautions and procedures are the responsibility of everyone.
4. Realize that most accidents are the result of carelessness and/or preoccupation or emotional stress.
5. Develop an appreciation of the importance of safe living in a changing environment.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
Since hazards lurk everywhere, the important thing is to recognize and correct them. 1. Home safety a. Fires b. Burns c. Critical areas 2. School safety (to and from) a. Riding b. Walking 3. Community safety 4. Recreation safety	1. Elect safety patrols to inspect various parts of the building. Have them report any safety hazards they might find and discuss ways in which these hazards may be eliminated or minimized. 2. Have the pupils draw a map of the routes they follow to and from school. They should note any hazards along the way. 3. List the areas in the home where hazards are easily overlooked. 4. Discuss hazards involved in talking or riding with strangers. 5. List sources of recreation that have hidden hazards (kite flying).	*Films* *Better Safe than Sorry.* McGraw-Hill Book Company. *Let's Be Safe at Home.* McGraw-Hill Book Company. *Pamphlets* "Helpful Hints on Bicycle Care." Bicycle Institute of America. "Safe at Home and in the Community." John Hancock Company. "When the Unexpected Happens." John Hancock Company. "Working for Safety." Massachusetts Safety Council.
The telephone is of vital importance in emergency situations. 1. Proper use a. Emergency telephone numbers conveniently located b. Assistance from operator (1) Provides information (2) Sends for help 2. Abuse a. Leaving off hook b. Using for useless calls	1. Invite a telephone supervisor to discuss such topics as how the operators handle emergencies and how they handle the problems that occur when children misuse the telephone. 2. Have the pupils list all the emergency numbers in their community (fire station, police station, hospital, ambulance, etc.). Post these numbers near the telephone. 3. Have the pupils role play an emergency situation, using a mock telephone. They should give the operator all the important information she needs to be of assistance.	*Books* Irwin, Leslie W., *et al. Dimensions in Health Series: Choosing Your Goals. Finding Your Way. Understanding Your Needs.* Stack, Herbert, and Elkow, J. Duke. *Education for Safe Living.* *Pamphlets* "Fire Safety Checklist." National Fire Protection Association. "Fire Safety Quiz." National Fire Protection Association.
Regulations are essential to pedestrian and vehicular traffic in preventing accidents.	1. Show and discuss the film, *The Day the Bicycles Disappeared.*	

Concepts and Primary Concerns	Sample Learning Experiences	Resources
1. Bicycle safety 2. Pedestrian safety 3. Traffice safety	2. Have the pupils make posters showing safe bicycle riding. 3. Form a safe bicycle-riders club. 4. Invite a police officer to show a film and discuss bicycle safety. 5. Have a police officer demonstrate bicycle safety. 6. Arrange for the Registry of Motor Vehicles bicycle program.	*Fact Sheet* "Bicycle Accidents – Fact Sheet." Massachusetts Safety Council. *Film* *The Day the Bicycles Disappeared.* American Automobile Association. *Pamphlets* "Bicycle Regulations in the Community." Bicycle Institute of America. "Bikes and Boys and Girls." Kemper Insurance Company. "Teacher's Guide to Bicycle Safety Activities and Projects." American Automobile Association.
Observance of safety regulations can substantially reduce life and property losses due to fire. 1. Home (proper use of matches, volatile liquids, and flammable substances) 2. School (fire drills) 3. Community (false fire alarms) 4. Recreation (safety in various activities)	1. Have the pupils make art posters for each classroom at school. 2. Invite a fire officer to discuss general fire safety, fireworks, and the proper care and use of fire extinguishers. 3. Plan a home fire drill with the pupils. 4. Discuss the use of rope ladders. 5. Discuss how to make second-floor rooms in the home safer.	*Filmstrip* *Home Safety.* Young American Films, Inc. *Pamphlets* "Children's Fire Safety Lessons." Kemper Insurance Company. "How to Prevent Accidents in Your Home." National Research Bureau, Inc. "Matches." Massachusetts Safety Council. "The Traffic Safety Guides for Teachers." American Automobile Association.
Each individual has a responsibility for his own safety and the safety of others. 1. Personal safety a. Obeying safety rules	1. Write rules for using equipment and post them nearby or attach them to the equipment. 2. Show the film "School Bus Patrol." With the permission and cooperation of the administration, organize a school bus patrol.	*Book* Byrd, Oliver, E., *et al. Health.* (5-6).

Concepts and Primary Concerns	Sample Learning Experiences	Resources
b. Using and properly caring for equipment c. Behaving and obeying safety regulations on school bus and/or other transportation 2. Safety of others a. Home (storing personal belongings) b. School (safety patrols, councils) c. Community (properly disposing of hazardous litter) d. Recreation (using firearms, rollerskates with safety) e. School bus and/or other transportation (avoiding throwing missiles at moving vehicles)	3. Make a list of safety rules and illustrate them with posters. 4. Organize school safety patrols. 5. Have a policewoman or officer come to school to review safety rules necessary for the community. 6. Plan a field trip to a local recreation area. Look for safety hazards (broken glass, broken apparatus). 7. Make a list of safety rules for the school and playground.	*Films* *Be Water Wise.* Air Force Films. *Safety in the Summer.* Curriculum Films. *Playground Safety.* Coronet Films. *Pamphlets* "Passenger Safety in Public Carriers." Massachusetts Safety Council. "Play it Safe." Metropolitan Insurance Company. "Safety in Pupil Excursions." Massachusetts Safety Council. "School Bus Safety Rules." Massachusetts Safety Council. "School Pedestrian Safety." American Automobile Association. "The Young Pedestrian." American Automobile Association. "Educating Pupil Passengers." Massachusetts Safety Council. *Transparencies* *Safety Signs Along the Highway.* D.C.A. Educational Products, Inc.
A knowledge of safety rules and acquisition of safety habits are essential. 1. Home a. Proper use of (1) Electrical outlets, wiring (2) Waste materials (3) Plastic bags (4) Bathing facilities (5) Holiday decorations	1. Find magazine pictures to illustrate the importance of obeying safety rules. 2. Formulate rules for baby sitting with younger brothers and sisters. 3. Check the medicine cabinet at home to see that all bottles or containers are properly labeled. Keep medicines out of the reach of small children.	*Book* Thackstone, John and Newsom, W.T. *Child's Health and Physical Development Series* (4-6). *Filmstrips* *Safety at Christmas.* Young American Films, Inc. *Street Safety.* Young American Films, Inc.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
(6) Power equipment and tools b. Concern for (1) Storage of poisons (2) Leaving objects on stairs 2. School (proper use of gymnasium and science equipment) 3. Community (regard for laws for abandoned appliances, buildings, and building sites) 4. Recreation (respect for laws regarding water sports, fireworks)	4. Have the pupils find out the laws concerned with abandoned refrigerators. Discuss the dangers of playing in or near such objects. 5. Visit the local park or recreation area and ask the attendents the rules concerning use and maintenance of the swimming pool. 6. Ask a police officer to discuss with the class the dangers of fireworks and the law in Massachusetts concerning their purchase.	*Micro-Units* "Safety Signs on Our Streets." D.C.A. Educational Products, Inc. "Safety Signs Along the Highways." D.C.A. Educational Products, Inc. *Pamphlets* "Don't Give Fire a Place to Start." National Fire Prevention Association. "Flammable Liquids in the Home." Massachusetts Safety Council. "Matches." Massachusetts Safety Council. "Safety in the Gymnasium." Massachusetts Safety Council. "School Parties." Massachusetts Safety Council. "Swimming." Massachusetts Safety Council.

JUNIOR HIGH

Area I PHYSICAL HEALTH

Field of Study NUTRITION

Objectives

To help the student to:

1. Understand the importance of food in every stage of life.
2. Become aware of the influence of nutritional habits on personal growth and development.
3. Develop an understanding of the importance of handling food safely.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
Individuals vary in their rate of physical development. 1. Heredity (contributes to determination of physical size) 2. Amounts and kinds of food (determinant of growth) 3. "Average" development (includes variety of body structures)	1. As a basis for class dialogue have each student write a brief physical self-description. Discuss the factors related to nutritional requirements and physical-growth rates of various age groups. 2. Initiate class discussion by showing pictures of people suffering from malnutrition (Appalachia, Biafra). 3. Some students may be interested in doing historical research on man's physical growth and development (Plimoth Plantation).	*Books* Bogert, L.J., *et al. Nutrition and Physical Fitness.* Clair, C. *Kitchen and Table – A Bedside History of Eating in the Western World.* Mickelsen, Olaf. *Nutrition, Science and You.* *Film* *Food for Life.* New England Dairy and Food Council. *Pamphlet* "Vitamins from Food." New England Dairy and Food Council.
Each stage of physical development requires the same nutrients in varying amounts. 1. Infants and young children (balanced diet including all basic nutrients) 2. Teen-agers (required nutrient needs greater than for children) 3. Adults a. Nutrients essential for maintenance of body structure b. Nutrients essential for repair of body cells c. Calorie intake reduced	1. To review intake of nutrients, have each student complete a 24-hour dietary intake chart. Examine the food against the criteria of the basic four. 2. Use Comparison Cards to illustrate quantity and quality of nutrients in common foods (milk versus cola or coffee). 3. List some popular snack foods. Evaluate these for their nutritive value. 4. Have a snack party, allowing the students to plan their own snacks and record them on recipe cards. Discuss the nutritive value of each snack. 5. On a given day, have the students evaluate the breakfast and/or lunch they have eaten.	*Book* McWilliams, M. *Nutrition for the Growing Years.* *Comparison Cards* New England Dairy and Food Council. *Films* *Exploring Your Growth.* New England Dairy and Food Council. *Food, Energy and You.* New England Dairy and Food Council. *Nutritional Needs of Our Bodies.* New England Dairy and Food Council. *Your Food – Chance or Choice?* New England Dairy and Food Council. *Mobile* *A Basic Breakfast Pattern.* Cereal Institute, Inc.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
		Pamphlets "Can Food Make the Difference?" Council on Foods and Nutrition of the American Medical Association. "The Nutrition Ladder.." Florida Citrus Commission. *Poster* *The Nutrition Ladder to Better Health.* Florida Citrus Commission.
The way food is handled influences health. 1. Refrigeration (essential for perishable foods) 2. Canned and packaged goods (have limited shelf-life) 3. Methods of food preparation (affect amount and quality of nutrients) *Foods are processed by different methods.* *The variety of foods available in this country is due in part to methods of preservation.* *Food processing must be done under sanitary conditions to keep food safe.* *Food additives can occur intentionally or accidentally.* 1. Intentional additives a. Enahance food nutritionally b. Add to its flavor, appearance, or "keeping" qualities 2. Accidental additives (lead to spoilage or poisoning)	1. Discuss food storage facilities in the home. 2. Tour the school cafeteria kitchen to observe storage methods. 3. Have the students do research on the effects of heat and light on nutrients. 4. Have some students report on how cooking changes the amount and quality of nutrients in foods. 5. Set up a display of empty food packages to illustrate various ways foods are processed (salting, pickling, drying, canning, freezing, freeze-drying). 6. Take a field trip to a dairy, cannery, or food processing plant. 7. Have some students report on methods of food processing. 8. Examine labels on food packages to note the nutritional enrichment or fortification (bread, margarine, fruit drinks). 9. Have a group of students obtain information and report on the functions of other types of additives.	*Films* *Food for a Modern World.* National Dairy Council. *How Your Body Uses Food.* National Dairy Council. *Pamphlets* "Additives in Our Foods." United States Department of Health, Education and Welfare. "Council Statement: Improvement of Nutritive Quality of Foods." Council on Foods and Nutrition of American Medical Association. "Council Statement: Safe Use of Chemicals in Foods." Council on Foods and Nutrition of the American Medical Association. "How Safe Is Our Food?" United States Department of Health, Education and Welfare.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
	10. Discuss types of food poisoning such as staphylococcus, streptococcus, botulism.	
Local health departments, state governments, and the federal government have regulations to insure safe food and water. 1. Federal Food and Drug Administration (established to protect all citizens) 2. State departments (establish state codes to provide standards for food service establishments) 3. Local health departments (established to implement and amplify specific state and federal laws relating to foods)	1. Have groups of students visit several markets to examine labeling of meat and processed foods. 2. Interview a food service supervisor for information regarding local and state laws in purchasing, preparing, and serving food. 3. Discuss nutrition and safety services supplied by the community. 4. Invite a city or town health official to speak on safe food, water, and sanitation.	*Books* Lowenberg, M., *et al. Food and Man.* McWilliams, M. *Nutrition for the Growing Years.*

Field of Study ALCOHOL (Junior High)

Objectives

To help the student to:

1. Become aware of current facts about alcohol and its use.
2. Understand the emotional, social, and psychological effects of alcohol beverages on the individual.
3. Understand alcoholism and its causes.
4. Understand his own attitude about drinking.
5. Develop an understanding of the responsibilities and consequences associated with the decisions which are made about the use or non-use of alcohol.
6. Become aware of the various community agencies and services concerned with alcohol and alcoholism.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
People have many misconceptions about alcohol. 1. Aid to appetite 2. A stimulant 3. Relief for colds and fever	1. Administer a Basic Information Checklist. (See Resources.) 2. Administer yes/no questionnaire in "Thinking About Drinking" pamphlet. (See Resources.)	*Pamphlets* "Facts About Alcohol." (Basic Information Checklist.) Science Research Associates. "Thinking About Drinking." Massachusetts Department of Public Health. Division of Alcoholism.
There are different types of alcohol used today. 1. Ethyl alcohol (source, uses) 2. Methyl alcohol – a dangerous poison (source, uses) 3. Alcoholic beverages a. Beer, 2-5% alcohol b. Wine, 10-14% alcohol c. Whiskey, 40-50% alcohol	1. Have the students make a checklist of the types of alcohol found in their homes. 2. Have the students identify the percentage and/or proof of alcohol content of various beverages. 3. Discuss why methyl alcohol is potentially fatal. 4. Discuss the methods of fermentation and distillation in making alcoholic beverages 5. Prepare a report on the chemistry of alcohol.	*Books* Keller, Mark. *How Alcohol Affects the Body.* McCarthy, Raymond. *Alcohol Education for the Classroom and Community.* *Transparencies* *Beverage Alcohol Content.* D.C.A. Educational Products, Inc. *Damage to Body Organs.* D.C.A. Educational Products, Inc.
The use of alcohol has varying effects on the body. 1. Physiological effects a. Absorption (1) Alcohol concentration (2) Presence of food in stomach (3) Speed of drinking (4) Body weight b. Metabolism c. Nervous system d. Liver e. Circulatory system f. Resistance to infection g. Skilled performance	1. Define and relate to alcohol the terms *sedative, narcotic, anesthetic, depressant, analgesic.* 2. Discuss the differences in the digestion and absorption of food and alcohol. 3. Use schematic drawings and charts to trace the absorption of alcohol by the body. 4. Give alcohol in varying amounts to experimental animals such as white mice and observe their behavior and movement.	*Books* Block, Marvin. *Alcoholism.* Byrd, Oliver E., *et al. Health* (7-8). Cain, Arthur. *Young People and Drinking.* Lewis, David C. *Alcohol, Barbiturates, Tranquilizers.* *Pamphlet* "Facts about Alcohol." Science Research Associates. *Film* *Brain Is the Reason.* National Women's Christian

Concepts and Primary Concerns	Sample Learning Experiences	Resources
2. Psychological effects a. Overconfidence b. Depression c. Guilt		Temperance Union. *Transparencies* *Concentration Build-Up in Blood.* D.C.A. Educational Products, Inc.
Alcoholism is a chronic disease and/or behavioral disorder. *The causes of alcoholism are still being researched.* 1. Physiological factors a. Allergy b. Metabolism c. Nutritional and hormonal deficiencies d. Hereditary factors 2. Psychological factors a. further research needed b. personality development plays a part c. communication between family members 3. Sociological factors (cultural differences) 4. Environmental factors a. Role of school and community b. Alcohol consumption and rate of alcoholism not consistent 5. Symptoms of alcoholism a. Drinks more and more often b. Blacks out c. Drinks secretly d. Drinks rather than eats e. Drinks rapidly	1. Discuss the observable changes which occur in a person as the alcohol level in his blood increases. 2. Have the students identify alcohol as a drug and its effect as a depressant. 3. Discuss the relationship between excessive drinking and physiological changes in the body. 4. Discuss the statement "The body rids itself of alcohol without digesting it and using it like other foods." 5. Have the students do research on the statement "All individuals do not react to alcohol the same way." 6. Have each student write a definition of an alcoholic in less than 25 words. Discuss the contributions made by the students.	*Books* Gmur, Fodor, *et al. Making Health Decisions.* Greenburg, Leon A. *What the Body Does with Alcohol.* Irwin, Leslie W., *et al. Patterns for Living.* McCarthy, Raymond G. *Alcohol Education for the Classroom and Community.* Shevlin, Julius B., and Goldberg, Isidor. *Facts About Alcohol.* Todd, Frances. *Teaching About Alcohol.* *Film* *Teenagers Talk About Drinking.* Massachusetts Department of Education. *Pamphlets* "Alcohol and Alcoholism." United States Department of Health, Education and Welfare. "Facts About Alcohol." Science Research Associates. "Manual on Alcoholism." American Medical Association. "What About Drinking." Congress of Parents and Massachusetts Teachers, Inc.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
Teen-agers are frequently exposed to alcohol and social drinking. 1. Reasons teen-agers drink a. To imitate adults b. For peer acceptance c. To rebel against authority d. To experiment 2. Reasons teen-agers do not drink a. Religious training b. Parental influence c. Personal conviction 3. Degrees of drinking a. Drinking b. Drunkeness c. Alcoholism 4. Effect of alcohol on teen-agers a. Affects decision making b. Causes physical and psychological reactions c. Modifies inhibitions and self-restraint	1. Have students keep a record for a given period of the number of times they observe adults drinking on TV. Report the findings to the class. 2. Role play a situation where a student is offered a drink and has to make a decision. 3. Through interviews and investigations organize panel discussions concerning the thinking of various religious faiths about drinking. 4. Have a student do research on the legal limit of drunkeness in Massachusetts. 5. Discuss why the prohibition amendment failed. 6. Discuss physical and mental growth during the teen-age period of development. 7. Discuss the meaning of the term attitude, and then discuss how attitudes can change behavior and influence decisions. 8. Collect newspaper clippings which show involvement of alcohol and crime.	*Article* "Teen-agers and Alcohol: Recent Research." Annals of the New York Academy of Sciences. *Books* Cain, Arthur H. *Young People and Drinking.* Carroll, Charles R. *Alcohol: Use, Nonuse and Abuse.* Rice, T.B., and Harger, R. *Effects of Alcoholic Drinks, Tobacco, Sedatives, Narcotics.* *Film* *A New Look at the Old Source.* Women's Auxiliary Massachusetts Medical Society. *Pamphlets* "The Classic Temperance Movement of the U.S.A." Bacon, Sheldon D. "How Teens Set the Stage for Alcoholism." American Medical Association. "Manual on Alcoholism." American Medical Association. *Pamphlet* "Understanding Yourself." Science Research Associates. *Transparencies* *Five Steps to Alcoholism.* D.C.A. Educational Products, Inc.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
The individual has a responsibility to himself and to society with regard to the use of alcohol. 1. Responsibility to oneself a. Seeks out accurate information b. Self-evaluation of drinking practices (1) Reasons for Drinking (2) Frequency (3) Degree 2. Responsibility to others a. Family and friends b. The community c. Acceptance of those who do not drink d. Helps those with a drinking problem e. Drinking and driving	1. Have a discussion on individual and community responsibility. 2. Organize student groups to discuss how to cope with feelings of loneliness, worthlessness, anger, and the need to escape. (See Emotional Development section.) 3. Discuss and then role play the social and personal implications of refusing a drink. 4. Invite a law-enforcement officer to visit and discuss the use of alcohol as it relates to breaking the law.	*Books* Chafetz, Morris E. *Liquor the Servant of Man.* Hough, Henry B. *An Alcoholic to His Sons.* *Film* *Alcoholism.* Massachusetts Department of Education. *Pamphlet* "Thinking About Drinking." Massachusetts Department of Public Health, Division of Alcoholism. *Transparencies* *Costs to Society.* D.C.A. Educational Products, Inc. *Damage to Family Life.* D.C.A. Educational Products, Inc.
There are numerous agencies involved in helping to solve community problems related to alcohol and alcoholism. 1. Department of Public Health, Division of Alcoholism. 2. Department of Mental Health 3. Massachusetts Medical Society 4. Alcoholics Anonymous 5. Al-Anon-Family Group 6. Al-A-teens 7. Local police departments	1. Invite a member of the Division of Alcoholism to speak to the class. 2. Invite a social worker to visit the class and discuss the relationship of alcohol to various societal problems. 3. Invite a member of Alcoholics Anonymous who can relate to teen-agers to visit and discuss the problem of alcoholism.	*Transparencies* *Steps to Recovery.* D.C.A. Education Products, Inc.

Field of Study DRUGS (Junior High)

Objectives

To help the student to:

1. Understand the historical background relating to the present-day use of drugs.
2. Understand the many reasons why people use drugs even though drugs effect health and behavior.
3. Understand the effects of drugs upon one's physical and mental health.
4. Make wise decisions concerning the use of drugs.
5. Explore the various laws concerned with the use and distribution of drugs.
6. Become acquainted with the various resource centers where assistance may be obtained in the area of drugs and drug related problems.

Concepts and Primary Concerns	Sample Learning Experience	Resources
Drugs have been utilized to service mankind medically and spiritually. 1. Narcotic analgesics (pain, fatigue, tension relievers, and synthetic opiates) 2. Depressants (sedatives, e.g., barbiturates) 3. Tranquilizers (e.g., librium, reserpine, etc.) 4. Stimulants (amphetamines, e.g., benzedrine, methedrine, dexedrine, cocain, etc.) 5. Hallucinogens (e.g., LSD, mescaline, psilocybin, DMT, DET, STP, marijuana, etc.) 6. Volatile solvents (deliriants, e.g., glue, kerosene, gasoline)	1. Discuss popular literature in which drugs play an important role *(Sleeping Beauty, Snow White).* 2. Use pictures of the various tablets, capsules, etc., of different drugs to construct a poster or chart, illustrating as many common drugs as possible along with their effects, medical uses, and interesting history. 3. Invite a pharmacist to class to discuss the ways in which drugs have been used in the past to help cure disorders or relieve pain. 4. If time permits, invite the pharmacist to expand his discussion to explain the responsibilities of a druggist in drug distribution. 5. Have a panel discussion on "The ways drugs have aided mankind." 6. Invite the school nurse to speak to the class on the proper use of drugs. 7. Show the film "LSD-Insight or Insanity."	*Films* *LSD – Insight or Insanity.* Bailey Films. *Marijuana.* Bureau of Narcotics and Dangerous Drugs. *Flip Charts* Winston Products for Education. *Pamphlets* "Drug Abuse: The Empty Life." Smith, Kline and French Laboratories. "Drug Abuse: Escape to Nowhere." National Educational Association. "The Drug Experience: Psychedelics, Depressants, Stimulants, Opiates." C.S.C.S., Inc. "Drugs of Abuse." United States Government Printing Office. "F.D.A. – Drug Visual Aids." Food and Drug Administration. "The Glue Sniffing Problem." American Social Health Association. "Narcotics: Dangerous Drug Abuse. Instruction Guide." Winston Products for Education.
Drug use by younger people continues to become more prevalent. 1. Influences a. Inquisitiveness and experimentation b. Accessibility of chemical substances within the home (e.g., cleaning substances, glue, shellac, etc.) c. Peer group and family pressures.	1. Discuss the trend of the shifting of drug experimentation from college-age youth to elementary school children. 2. Review the data from the survey of the Arlington Public Schools. 3. Have students list the various substances in their homes which could be misused.	*Books* American School Health Association. *Teaching About Drugs.* Kaplan, Robert. *Drug Abuse: Perspectives on Drugs.*

Concepts and Primary Concerns	Sample Learning Experiences	Resources
d. Academic pressures directed from parents, peers, and self e. Inability to cope with reality and the physical environment (pressures, body imbalances, and environmental temperatures) 2. Possible consequences a. Psychological dependence b. Physical dependence c. Death	4. Assign a paper on "Why drug abuse by American youth continues to increase." 5. Discuss the inherent dangers of experimenting with drugs. 6. List the various pressures to which the class members feel they have been exposed, and discuss their feelings on the matter. 7. Radio and TV commercials, taped in advance by the teacher or students and presented to the class, will allow for a close examination of the information contained in the commercials and the approaches taken to motivate people to try various over-the-counter drugs. 8. Discuss how the human body reacts to physical and psychological stress. 9. Through student-centered discussions, construct a list of needs resulting from changes in physical environment. Follow up with some possible solutions to these problems. 10. Invite a physician to visit the class and discuss the differences between physical and psychological dependence on drugs. As a follow-up have the students list the drugs which fall into each category.	*Film* *The Losers.* Bureau of Narcotics and Dangerous Drugs. *Pamphlets* "Arlington Report." Division of Drug Rehabilitation. Massachusetts Department of Mental Health. "Drug Abuse: The Chemical Cop-Out." National Association of Blue Shield Plans. "The Narcotic-Addiction Problem." American Social Health Association. "Narcotic Drug Addiction." Public Health Service Publication. United States Department of Health, Education and Welfare. *Transparencies* *The Use and Misuse of Drugs.* D.C.A. Educational Products, Inc.
Drugs are used by physicians to promote better health. 1. To treat illness a. Physical b. Psychological 2. To prevent disease a. Antibiotics b. Vaccinations c. Antiseptics		*Book* Public Health Service Publication. *Resource Book for Drug Abuse Education.* *Pamphlet* "First Facts about Drugs." United States Department of Health, Education and Welfare.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
Improper use of drugs can have a negative effect upon the individual. 1. Central nervous 2. Cardiovascular 3. Respiratory 4. Gastrointestinal 5. Excretory 6. Integumentary 7. Skeleto-muscular *Organs of the body can be permanently damaged by the misuse of drugs.* 1. Brain 2. Heart 3. Liver 4. Kidneys *Most individuals who abuse drugs have or may develop personality problems.* *Social problems may be created through the misuse of drugs.* 1. Venereal diseases 2. Extramarital pregnancy 3. Psychoses 4. Serum hepatitis 5. Others	1. Using anatomical charts, describe the key body organs and the effects on these organs from the use of drugs. 2. View the film *Drugs and the Nervous System.* 3. Review tapes of drug users and accompanying transcripts. Discuss in detail the questions for discussion at the end of each. 4. Have students describe the problems of one who uses drugs or those problems that may develop in such an individual. 5. Have the students prepare a report on the effect that drug use has on the total population.	*Books* Modell, Walter, and Lansing, Alfred. *Drugs.* Van Dyke, Henry T. *Youth and the Drug Problems.* *Films* *Beyond LSD* Massachusetts Department of Education. *Drugs and the Nervous System.* Churchill Films. *Pamphlets* "Data for Decision Making." C.S.C.S., Inc. "Drug Abuse: Game Without Winners." Government Printing Office. "Questions and Answers." Narcotics Addiction Control Commission.
Decision-making skills, like all skills, require knowledge and practice. *Accurate information is paramount in the formulation of wise decisions.*	1. Define the term *decision.* 2. Have students tell of recent decisions that they have made and what factors they considered in the process.	*Books* Byrd, Oliver, *et al. Health.*

Concepts and Primary Concerns	Sample Learning Experiences	Resources
Wise decision-making necessitates the separation of fact from fantasy. *Decisions are reinforced through favorable family relationships.*	3. Review the discussion questions at the conclusion of each section in the C.S.C.S. material. 4. Have student list common emotions that they have experienced and how they coped with them. 5. Invite several parents to participate in a panel discussion concerning the parents' role in decision-making. 6. Set up the following role-playing situations within the classroom: (1) two students involved in a situation where one student attempts to persuade the other to take drugs; (2) one student, assuming the role of the parent, attempts to reason with the child that drugs can cause possible harm and that experimentation should be avoided; (3) one student, assuming the role of a guidance counselor, tries to get the student who has become involved with drugs to obtain psychiatric assistance.	Irwin, Leslie W., *et al. Foundations for Fitness.* *Pamphlet* "Answers to the Most Frequently Asked Questions About Drugs." Public Health Service. United States Department of Health, Education and Welfare.
Laws exist at the federal and state levels concerned with the possession, sale, and transportation of drugs. 1. Developed to safeguard the individual and the community 2. Being reviewed and revised 3. Enforcement (role of law enforcement agencies, e.g., federal, state, local) 4. Prosecution of violators 5. Role of the courts a. Prosecution of violators b. Probation and rehabilitation recommendations	1. Provide each student with a chart of the federal and state drug laws. Discuss the laws and define the terms *possession*, *sale*, *transportation*, and *use*. 2. Have a member of the legislature come to class to discuss pending legislation on drugs. 3. Distribute copies of the various state laws governing drug control. Discuss the laws in detail. 4. Discuss the reasons for laws in general and specifically drug laws. 5. Have the local police narcotic agent come into the class to discuss local police controls on drugs.	*Pamphlets* "The Addict and the Law." Indiana University Press. "Federal and Massachusetts Drug Laws." Massachusetts Department of Education. "The Marijuana Decision." Narcotic Addiction Control Commission, New York City. "New Trends in Narcotic Addiction Control." Public Health Report. United States Department of Health, Education and Welfare.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
	6. Have a member of the local district court probation department discuss the role of the court in drug cases. 7. Discuss the effect of a court record on the career of the student.	
Professional assistance is available and valuable for those who seek aid in making decisions. 1. Local guidance staff 2. Local mental health clinics 3. Clergy 4. Community Health Council 5. Local physicians 6. Local schools (educational programs) 7. Rehabilitation facilities (halfway houses, out-patient clinics, community counseling centers)	1. Have a member of the school guidance staff discuss the role of the guidance office in helping students. 2. Explain to the students the make-up of the School-Community Health Council. Have a member of the Council come to class to discuss the work of the Council. 3. Have the school physician or school nurse discuss with the class the various medical consultants available locally. 4. Discuss the total Community-School Drug Education program. 5. Invite a physician to speak to the class regarding the doctor-patient relationship (treatment, confidence, legal responsibility). 6. Provide the students with an up to-date list of drug rehabilitation agencies.	*Book* Byrd, Oliver, E., *et al. Health* (8) *Pamphlets* "Don't Guess About Drugs." National Clearing House for Mental Health Information. "Help a Narcotic Addict." Narcotic Addiction Control Commission, New York City. "Rehabilitation in Drug Addiction." Public Health Publication. United States Department of Health, Education and Welfare.

Field of Study EMOTIONAL DEVELOPMENT (Junior High)

Objectives

To help the student to:

1. Understand the factors which contribute to the emotional make-up of each individual.
2. Establish proper attitudes toward the interaction between individuals.
3. Develop an awareness of the influence of existing socio-economic structures.
4. Understand the importance of the relationship between the environment and good mental health.

EMOTIONAL DEVELOPMENT (Junior High)

Concepts and Primary Concerns	Sample Learning Experiences	Resources

The development of an individual's personality structure is influenced by his needs and environment.

The development of the total personality is a continuing process.

1. Physical development
   a. Variations in growth patterns
   b. Determined to a degree by good health habits
2. Emotional development
   a. Influenced by both positive and negative feelings
   b. Emotions can be controlled
3. Mental development
   a. Mental capacities stimulated through taking advantage of educational opportunities
   b. individual motivation
4. Social development
   a. Getting along with others
   b. Wide variations between individuals
5. Needs which influence personality
   a. Sense of personal worth
   b. Personal achievement
   c. Love
   d. Creativeness
   e. Exemplars
   f. Security
   g. Self-confidence
   h. Satisfaction
6. Satisfying one's needs
   a. Defense mechanisms
   b. Escape mechanisms

1. Discuss methods of self-evaluation and establishing goals for oneself.
2. Discuss the differences in size and body proportions of boys and girls at the beginning and at the end of puberty.
3. Have the students make a list of all the emotions they are familiar with. Discuss different emotions as they relate to personality.
4. Discuss the fact that although emotions do not originate in any particular body system, they may affect all the body systems.
5. Arrange to have the school psychologist visit the class and discuss the relationships of the mind and body in maintaining good mental health.
6. Discuss the relationship between school grades and the individual's mental capabilities.
7. Have the students make a list of personality traits (reliability, loyalty, honesty, etc.)
8. Have each student write a brief paper on "Taking a close and honest look at myself."
9. Identify basic human needs and discuss the importance of satisfying these in personality development.
10. Have each student keep a record of any escape mechanisms he used for a two-week period. Discuss individual records.
11. Discuss how personality changes rather than remaining static.
12. Have the students identify physical factors around them which influence their behavior.

Books

Byler, Ruth, *et al. Teach Us What We Want to Know.*

Clayton, Thomas E. *Teaching and Learning* (Part 3)

Humphreyville, Frances. *The Years Between.*

Irwin, Leslie W., *et al. Patterns for Living.*

Schneider, Robert E. *Health and Growth.*

Smith, Bert Kruger. *No Language but a Cry.*

Wilson, John Rowan. *The Mind.*

Yoho, Robert O. *Health for Today.*

Films

The Meaning of Adolescence. McGraw-Hill Book Company.

Steps Toward Maturity and Health. Massachusetts Department of Education.

Filmstrip

Courage. Eye-Gate House, Inc.

The Golden Rule. Eye-Gate House, Inc.

No One Will Know the Difference. Eye-Gate House, Inc.

Monograph

The Protection and Promotion of Mental Health in Schools. Mental Health Monograph.

Pamphlets

"Growing up Socially." Science Research Associates.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
7. Environment a. Physical (1) Climate (2) Noise (3) Housing (4) Traffic (5) Colors (6) Pace of living (7) Crowded conditions b. Social (1) Family (2) Friends (3) Community	13. Discuss the importance of the social environment and its influence on personality development. 14. Discuss some of the expectations of teen-agers and whether they are realistic. 15. Have the students read *The Years Between* by Frances Humphreyville or *The Yearling* by Marjorie K. Rawlings, and report on how some of the characters in the books solved their problems. 16. Invite a clinical psychologist to discuss varying degrees of mental health. 17. Discuss mental retardation. 18. Discuss the causes and cures of mental illness. 19. Arrange for a psychiatrist and/or psychologist to discuss psychological services provided within the community and procedures for obtaining them. 20. Have some students identify organizations involved in the promotion of good mental health and discuss their services.	"Understanding Yourself." Science Research Associates.
8. Identification and solution of individual problems a. Recognizing the problem b. Physical limitations c. Unsatisfied needs d. Unrealistic goals e. Conflicts (1) With self (2) With friends (3) With adults		
9. Approaching a solution a. Talking about the problem (1) With parents (2) With other adults (3) With friends (4) With professionals		
10. Varying degrees of mental health a. Well adjusted b. Moderately disturbed c. Severely disturbed		
11. Availability and utilization of psychological services		

Concepts and Primary Concerns	Sample Learning Experiences	Resources

As a member of society each individual must interact with others.

1. Inter-personal relationships
   a. Small groups (provide for closer association)
   b. Large groups (broaden the individual's perspective)
2. Factors essential for team work
   a. Cooperation
   b. Compromise
   c. Enthusiasm
   d. Appreciating viewpoint of others
3. Assessment of peer group
   a. Values
   b. Goals
   c. Influence
   d. Acceptance and/or rejection
4. Boy-girl relationships
   a. Dating patterns
   b. Dating issues
      (1) Acceptance
      (2) Refusal
      (3) Dating activities
5. Adolescent-parent relationships
   a. Growing with the family
   b. Discussing problems
   c. Listening to others
   d. Participating in family activities
6. Influence of other groups.

1. Discuss the importance of completing assigned tasks even when an individual does not especially like them.
2. Establish committees for small-group work and for large-group work.
3. Have the class discuss factors which contribute to effective teamwork.
4. Have the students work on a specific project and evaluate student interaction at the completion of the project.
5. Arrange a panel discussion on the qualities which are necessary for friendship.
6. Discuss feelings that show that people often react in a similar fashion to similar situations.
7. Discuss reasons why friendships change.
8. Have a committee write a script, dealing with dating etiquette. Have students act out the script.
9. Have the students make a list of personal traits and characteristics which they most admire. Make a tabulation of the students' responses and use these for discussion.
10. Have each student use the above list as a self-check.
11. Discuss various ways in which individuals may contribute to good family relationships.
12. Discuss the "generation gap."

Books

Irwin, Leslie W., *et al. Patterns for Living.*

Schneider, Robert E. *Health and Growth.*

Films

Beginning to Date. Encyclopaedia Britannica Educational Corp.

The Bully. McGraw-Hill Book Company.

Dating Do's and Don'ts. Coronet Films.

The Fun of Being Thoughtful. Coronet Films.

Making Friends. Encyclopaedia Britannica Educational Corp.

Parents Are People Too. McGraw-Hill Book Company.

The Troublemaker. McGraw-Hill Book Company.

What To Do on a Date. Coronet Films.

Filmstrips

Using Your Time and Ability. Jam-Handy Organization.

Your Feelings. Jam-Handy Organization.

Pamphlets

"Getting Along with Brothers and Sisters." Science Research Associates.

"Getting Along with Parents." Science Research Associates.

"How to Get Along with Others." Science Research Associates.

"Making and Keeping Friends." Science Research Associates.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
Decision-making skills, like all skills, require practice. 1. Acquisition of accurate information 2. Separation of fact from fantasy 3. Separation of fact from emotions 4. Favorable family relationships 5. Reinforce decision-making 6. Emotional maturity (growth in understanding, tolerance, acceptance, respect, etc.)	1. Have the students discuss how young people grow in ability to deal with abstractions, generalizations, and ideas. Relate these to making decisions. 2. Role play situations where the students must make decisions. Discuss whether or not the decisions made reflect mature judgment. 3. Discuss an individual's perception of a situation and how different perceptions of the same situation result in different decisions. 4. Have the students look at pictures of different individuals. Discuss the individuals and the hazards of prejudging these individuals.	*Films* *Developing Friendships.* Coronet Films. *Emotional Health.* McGraw-Hill Book Company. *The Other Fellow's Feelings.* McGraw-Hill Book Company. *Pamphlet* "Don't Rush Me!" Association for Childhood Education International.
Socio-economic status influences values, aspirations, and mental health. 1. Difference in values 2. Problems vary within socio-economic levels 3. Pressures 4. Selection of friends 5. Prejudice	1. Discuss symbols of success in our society (money, quantity of material possessions, quantity of associations, position and status of a person and a family). 2. Discuss and ompare the importance of social success with individual worth. 3. Discuss the importance of the appreciation of quality of friends irrespective of their socio-economic status. 4. Discuss the statement "No two people ever have the same environment." 5. Have the students compare status-seekers with true leaders.	*Book* Byrd, Oliver E., *et al. Health Today and Tomorrow.* *Pamphlet* "Ethics for Everyday Living." Science Research Associates.
The emotional environment can effect an individual's reaction to situations. 1. Home a. Festive occasions b. Family disagreements	1. Discuss how the home environment has a strong influence upon the individual's mental health. 2. Discuss the importance of older family members setting an example for younger members.	*Filmstrips* *Good Manners at School.* Eye-Gate House, Inc. *What Good Is School.* Society for Visual Education.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
2. School a. Pressures b. Student-teacher-administration relationships c. Personal involvement 3. Community a. Relationships among community members. b. Consideration for others c. Respect for property	3. Discuss student-teacher relationships and ways in which both student and teacher can contribute to a desirable classroom atmosphere. 4. Discuss how one feels before an important examination and the possible effect of these feelings on performance. 5. Discuss methods of dealing with success and failure. 6. Define the term *clique*. Discuss the effect of school cliques upon the school environment. 7. Have the students plan wholesome recreational activities for young people in the community. 8. Plan a campaign to help project a desirable image of the teen-ager to people in the community. 9. Discuss the legal responsibilities of parents for the actions of a minor.	*Pamphlets* "Getting Along in School." Science Research Associates. "High School Ahead." Science Research Associates.

Field of Study TOBACCO (Junior High)

Objectives

To help the student to:

1. Develop an understanding of the reasons why people smoke.
2. Accept responsibility for his own behavior in regard to smoking.
3. Become acquainted with scientific facts about smoking.
4. Develop the ability to critically evaluate fact as opposed to fiction in advertising.
5. Recognize the economic and political influences on individual judgments in the use of cigarettes.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
There are many reasons why people choose to smoke or not to smoke. 1. Social and psychological factors causing individuals to smoke a. Curiosity b. Peer approval c. Sociability d. Self-expression e. Identification (1) Adults (2) Movie stars f. Advertising 2. Reasons individuals continue to smoke a. Habit formation b. Psychological dependence	1. Have the class discuss and list on the chalkboard reasons *why* people smoke. Later they can group the reasons into categories (peer-group pressure, etc.) 2. Invite a behavioral psychologist to discuss "motivation" with the class. 3. Have students bring in advertisements directed toward specific groups (teen-agers, college students, etc.). Analyze the different advertising approaches to different groups. 4. Discuss the habits which people in other countries have which bear similarities to smoking (worry-beads, beetal nuts, etc.) 5. Compare and contrast cigarette smoking and the misuse of various drugs. 6. Have students list substitute actions for cigarette smoking. In what ways would each of the suggested substitutes be the same as, better than, or not as good as cigarette smoking?	*Books* Thackston, John A., and Newsom, William T. *Keeping Our Health* (8). Thackston, John A., Newsom, William T. *Protecting Our Health* (7). *Film* *Smoking Past and Present.* Local Cancer Society. *Filmstrip* *To Smoke or Not to Smoke.* Local Cancer Society. *Idea Kit* *Idea Kit on Smoking and Health.* Massachusetts Interagency Council on Smoking and Health. *Pamphlets* "Me Quit Smoking? How?" Local Tuberculosis and Respiratory Disease Association. "Me Quit Smoking? Why?" Local Tuberculosis and Respiratory Disease Association. "Smoke Cigarettes? Why?" Local Cancer Society.
Social and psychological factors influence people not to smoke. 1. Lack of desire 2. Economics 3. Conviction that smoking is morally wrong 4. Aesthetics a. Odor b. Discoloration of fingers and teeth	1. Discuss the effectiveness of health warnings on cigarettes. Discuss the possible effectiveness of banning the sale of cigarettes. 2. Arrange for students to spend school time in an anti-smoking agency, interviewing staff. 3. Have a student committee review the various materials on smoking distributed by health agencies, and then send their criticisms and suggestions for improved or different materials to the agencies.	*Article* "What the Cigarette Commercials Don't Show." Reader's Digest. (Reprint available from local office of American Cancer Society.) *Film* *Point of View.* Local Tuberculosis and Respiratory Disease Association.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
5. Health reasons 6. Advertising (anti-smoking ads on TV and radio) 7. Legislation 8. Agencies working to combat smoking a. Kinds of agencies (1) Voluntary (2) Official (3) Professional b. Efforts of agencies (1) Audio visual (2) Support of research (3) Withdrawal clinics (4) Legislative activities		*Pamphlets* "100,000 Doctors Have Quit Smoking." Local Cancer Society. "Enjoy the Pleasures of not Smoking." Local Heart Association.
Duration of smoking and the number of cigarettes smoked are directly related to health risks. 1. Harmful substances found in cigarette smoke. a. Corrosive irritants (1) Carbon monoxide (2) Nitrogen dioxide (3) Methyl alcohol (4) Amonia (5) Acetic acid b. Carcinogenic agents (nicotine, etc.) 2. Short-term health effects a. Allergic reactions b. Smoker's cough c. Shortness of breath d. Loss of taste and smell e. Hoarseness f. Fatigue 3. Long-term health effects	1. Have the students compare substances inhaled with cigarette smoke to substances found in polluted air. 2. Have the students do experiments to illustrate the effects of various chemicals on the body. 3. Have the class "teach" another class about one or more facets of smoking and health. The students can use slides, posters, cartoons, fact sheets, or an inter-class newsletter as aids to teaching. The newsletter can incorporate columns written from the point of view of the tobacco grower, southern senator, cancer researcher, elementary school student, heavy smoker. 4. Invite through the Cancer Society or Tuberculosis and Respiratory Disease Association a laryngectomy or emphysematous patient to speak to the class.	*Book* Diehl, Harold. *Tobacco and Your Health: The Smoking Controversy.* *Pamphlets* "Breathing – What You Need to Know." Local Tuberculosis and Respiratory Disease Association. "Cancer of the Lung." Local Cancer Society. "Cigarette Smoking and Cardiovascular Disease." Local Heart Association. "Cigarette Smoking, Emphysema, Chronic Bronchitis, Shortness of Breath, Chronic Cough . . . The Facts." Local Tuberculosis and Respiratory Disease Association. "The Effects of Smoking." Local Cancer Society. "Fact Series Pamphlets." Local Tuberculosis and Respiratory Disease Association.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
a. Lung cancer b. Cancer of the larynx c. Respiratory diseases (1) Chronic bronchitis (2) Emphysema d. Heart disease e. Gastric and duodenal ulcer f. Buerger's disease.		"Health Consequences of Smoking." United States Department of Health, Education and Welfare. "Questions Most Often Asked About Cigarette Smoking and Lung Cancer." Local Cancer Society. "Report of Tar and Nicotine Content of the Smoke of 119 Varieties of Cigarettes." Federal Trade Commission. "Smoking and Health Experiments, Demonstration and Exhibits." United States Department of Health, Education and Welfare. "Smoking and Health." United States Department of Health, Education and Welfare. "Smoking and Illness." United States Department of Health, Education and Welfare. "What Everyone Should Know About Smoking and Heart Disease." Local Heart Association.
Cigarette smoking presents many hazards to home and community. 1. Damage to person a. Burns b. Suffocation 2. Damage to property a. Homes b. Businesses c. Natural resources	1. Invite a policeman or fireman to speak to the class, discussing actual recent happenings in the community that occurred as a result of cigarette smoking. 2. Have the students examine some of the hazards of smoking in terms of the ecological problems presently receiving such public attention and concern.	*Books* Byrd, Oliver E., *et al. Health* (7-8). Shyrock, Harold. *Mind if I Smoke?*
The national economic benefits derived from the tobacco industry should be weighed against the cost in terms of human health and welfare along with the negative economic factors related to the use of tobacco.	1. Have the students investigate the amount of money being spent on education, mental health, poverty programs, etc. Compare these figures to money spent on tobacco.	*Books* Irwin, Leslie W., *et al. Dimensions in Health Series: Foundations for Fitness. Patterns for Living.*

Concepts and Primary Concerns	Sample Learning Experiences	Resources
1. Estimated expenditure for tobacco products 2. Lost time from work (cost of medical care for illnesses related to heavy smoking) 3. Disability payments to patients with lung cancer and other diseases related to cigarette smoking 4. Economic importance of tobacco industry to states	2. Do research on and discuss the social as well as economic impact of disability payments because of illness due to smoking. 3. Have the students report on the economic impact of the tobacco industry in southern states. 4. Investigate the possible impact on the cigarette industry and related industries if the manufacture of cigarettes is stopped.	*Pamphlets* "Annual Report on Tobacco Statistics." United States Government. "Smoking, Tobacco and Health." National Clearinghouse for Smoking and Health.

Field of Study CONSUMER HEALTH (Junior High)

Objectives

To help the student to:

1. Become aware of the basic factors involved in consumer motivation.
2. Understand the background of health quackery.
3. Become aware of the practice of health quackery and to identify individuals practicing fraudulent techniques.
4. Know the factual data that will permit him to make wise choices and to use sound judgment in buying.
5. Be cognizant of the role of individuals, voluntary agencies, professional organizations, and government in consumer protection activities.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
The motives that guide health behavior play a significant part in consumer health. 1. Physical (improve appearance) 2. Emotional a. Peer acceptance b. More mature c. Fear appeal 3. Social a. More socially acceptable b. Fashionable	1. Have the students discuss the reasons why people choose and buy various items. 2. Have the students discuss situations in which fear of illness can result in harmful actions. Tell how these situations may be avoided. 3. Have the class discuss the slogan "Let the buyer beware." 4. Have a few students make a list of health-related products that teen-agers frequently buy. Have the class discuss these items as being typical of teen-age choices.	*Article* "AMA – FDA Rap Diet Pill Fad." *Today's Health.* April, 1968. *Book* Irwin, Leslie W., *et al. Patterns for Living.* *Pamphlets* "Cosmetics Facts for Consumers." Food and Drug Administration. United States Department of Health, Education and Welfare. "Did You Know That?" American Medical Association.
Teen-agers have beome important purchasers in today's market. 1. Percentage of market controlled by teen-age buyers 2. Influence of teen-age buying habits on adult buying	1. Have the students estimate the purchasing power of teen-agers, and determine the extent of their spending on health-related products. 2. Discuss industries existing primarily because of teen-age buyers (record and surfboard companies.). 3. Have the students analyze how the teen-age dollar is spent.	*Book* Byrd, Oliver E., *et al. Health* (8). *Guide* "Consumer Report Buying Guide." Consumer Union Special Publications. *Pamphlets* "Prices." Food and Drug Administration. "Your Money and Your Life." Food and Drug Administration.
The producers of health products are constantly analyzing the purchasing habits of teen-age buyers. Teen-age purchases influenced by rational judgments, emotional reaction, packaging, seasons, style	1. Discuss the effect of seasons on the buying habits of teen-agers. 2. Have the students make a list of popular brands of goods. Discuss whether these goods are purchased because of rational judgment or emotional response.	*Book* Gentry, Curt. *The Vulnerable Americans.* *Film* *Consumer Protection.* Coronet Films.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
	3. Have the students interview radio or television station personnel to discuss advertising techniques used in the communication media. 4. Have the students make health posters, using such ideas as testimonials, fear appeals, partial truths, out-of-context statements, promises of miracles. 5. Discuss the impact of television on the teen-age buyer. 6. Discuss a student's reaction to a given advertisement. Then discuss a parent's reaction. Are they similar or different? Why?	
Health quackery has a significant historical record in the development of medicine. 1. Quacks and their motives 2. Use of nostrums, secret medicines, mechanical devices, etc.	1. Define the term *health quackery.* 2. Have the students do research on the history of ancient remedies before the 17th century. 3. Have a few students explore the growth of quackery in the United States. 4. Trace the history of any well-known non-prescription product. 5. Discuss methods by which quacks have capitalized upon religious beliefs and "miracles."	*Article* "Do-it-yourself Doctors of the Old West." *Today's Health.* October, 1965. *Books* Dunlop, Richard. *Doctors on the Frontier.* Gardiner, M. *Fads and Fallacies in the Name of Science.* *Films* *Man Alive.* Lederle Laboratories. *Quacks and Nostrums.* Local or State Health Department. *Pamphlets* "Beware of Health Quacks." American Medical Association. "Fake Medical Devices." Food and Drug Administration.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
The practice of quackery is prevalent in today's society. 1. Health practitioners 2. Books and literature 3. Mail order houses 4. Door-to-door salesmen	1. Discuss how a person can distinguish between a professional and an unreliable practitioner. 2. Have students bring in health materials received in the mails. Discuss the reliability of contents. 3. Discuss mailing lists and how one's name is placed on them.	*Articles* "Beware of Mailman Bearing Gifts." *Consumer Report.* November, 1968. "Let the Reader Beware." *Consumer Report.* October, 1965.
Identification of individuals involved in the practice of health quackery is often difficult. 1. Pose in professional attire 2. Establishment of regional offices 3. False certificates and diplomas available	1. Have students discuss quackery with their physicians. 2. Have the students role play a solicitor or door-to-door salesman visiting a home. Stress the legal identification of the individual.	*Articles* "Health Books: Reader Beware." *Today's Health.* March, 1969. "Mail Order Doctoring Still a Menace." *Today's Health.* June, 1967.
Fraudulent techniques employed in health quackery are many and varied. 1. Therapeutic devices a. Those dangerous to life when used without professional assistance b. Worthless items (1) Used for specific "cures" and possibly causing further damage (2) Often delay seeking medical assistance 2. Illnesses and conditions commonly abused by quacks a. Arthritis b. Cancer c. Obesity d. Skin problems e. Emotional problems 3. Packaging of goods (emotional appeal)	1. Have a student interview a member of the county or state medical association and report back to the class on the role of the organization on practices in medical quackery. 2. Have some students prepare brief talks on "selling" a product. Have others attempt to analyze facts and false statements. 3. Discuss how quackery can lead to indebtedness and dependency. 4. Have the students analyze claims placed on packages that promise improved health. 5. Have the students bring in magazine and newspaper clippings that appeal to the buyer of exercise devices.	*Pamphlets* "Arthritis Quackery Today." Arthritis and Rheumatism Foundation. "Don't Fall for These Gimmicks." Better Business Bureau. "Facts on Quacks." American Medical Association. "Quackery in Arthritis." Arthritis and Rheumatism Foundation. *Transparencies* *Additives in Our Food.* D.C.A. Educational Products, Inc.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
4. Exercise devices which make inaccurate health claims.		
Conditions sometime prevent sound health judgments. 1. Educational 2. Economic 3. Psychological	1. Discuss the criteria to be used in identifying reliable health products. 2. Discuss reasons individuals sometimes turn to quackery (lack of knowledge, lack of confidence, lack of finances, desperation, too few medical personnel available). 3. Compare three brands of aspirins (various price ranges) and discuss what differences, if any, are found in content and effect.	*Article* "Educational Defenses Against Quackery." *Journal of School Health.* March, 1968. *Book* Gmur, B.C., *et al. Making Health Decisions.* *Pamphlets* "Guides Against Bait Advertising." Federal Trade Commission. "How the Consumer Can Report." Food and Drug Administration. "Read the Label." Federal Food and Drug Administration.
An alert and wise consumer will insure better health products and services. 1. Recommendation of physicians for medical products 2. Close observation of label for ingredients and directions 3. Disregard for high-powered advertising 4. Need for independent decisions	1. Discuss dosages and measuring units on medications. Invite a pharmacist to discuss this topic and demonstrate the methods by which prescription medicines are prepared. 2. Invite a representative of a local newspaper advertising department to discuss whether newspapers have standards for accepting health advertising.	*Films* *Attitudes in Health.* Coronet Films. *The Health Fraud Racket.* National Medical Audio-Visual Center. *Pamphlet* "Self Medication Medicine: Prescription and Over the Counter." Food and Drug Administration. United States Department of Health, Education and Welfare.
The specific needs and values of goods and services must be considered to insure a wise choice when purchasing.	1. Have the students list some of the needs of the teen-ager related to health. 2. Have the students study their school health insurance.	*Book* Haag, Jessie H. *Health Education for Young Adults.*

Concepts and Primary Concerns	Sample Learning Experiences	Resources
1. Products a. Skin cleansers b. Beauty aids 2. Services a. Clinics b. Hospitalization c. Personal health and accident insurance	3. Have the students check to see if their parents have health or accident insurance. Discuss the different kinds of insurance and the benefits and costs. 4. Invite an administrator to discuss the rationale behind school insurance.	*Filmstrip* *Dollars for Health.* Institute on Life Insurance. *Pamphlets* "How to be a Better Patient." American Medical Association. "Let's Use, Not Abuse Health." American Medical Association. "Making Medical Care Better." Public Affairs Committee. "The New ABC's of Health Insurance." Health Insurance Institute. "Take Stock of Your Assets." American Medical Association.
Consumer protection activities are provided by the government and professional organizations, commercial organizations, voluntary agencies, and individuals. 1. Governmental agencies a. Post Office Department b. Federal Trade Commission c. Food and Drug Administration 2. State agencies 3. Commercial organizations (Better Business Bureau) 4. Professional organizations a. Massachusetts Dental Society b. Massachusetts Medical Society 5. Voluntary agencies 6. Individuals a. Lawyers	1. Invite a lawyer to discuss state and local restrictions imposed upon solicitors and door-to-door salesmen. 2. Have the students arrange a display of materials made available from voluntary agencies.	*Book* Neal, Harry. *The Protectors: The Story of the Food and Drug Administration.* *Films* *Fraud Fighters.* McGraw-Hill Book Company. *The Medicine Man.* Local or State Medical Society. *Pamphlets* "Consumer Protection Under the Federal Food, Drug and Cosmetic Act." United States Department of Health, Education and Welfare. "Consumers' Council News." Consumers' Council. "How the Postal Inspection Service Protects You Against Mail Fraud." United States Post Office Department.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
b. Physicians c. Health Educators d. Nurses		"FDA Approval of New Drugs." Food and Drug Administration. "Mail Fraud." United States Post Office Department. *Transparencies* *Governmental Agencies and Health.* 3M Company.

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Field of Study SAFETY (Junior High)

Objectives

To help the student to:

1. Develop positive attitudes toward safety.
2. Be alert to safety hazards at home, in school, and in the community.
3. Develop increased consideration and responsibility for the safety of others.
4. React intelligently in the event of an emergency.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
Accidents are the chief cause of death among teen-agers. 1. Accidents caused by a. Carelessness b. Apathy c. Selfishness 2. Highway accidents due to a. Pedestrians b. Jaywalkers c. Drug abusers d. Alcohol abusers	1. Have the students discuss the saying "Accidents will happen." 2. Discuss how carelessness plays a role in accidents. 3. Make charts or transparencies using data from the pamphlet "Accident Facts." 4. Have the students arrange a bulletin board display of newspaper clippings on local accidents involving teen-agers. 5. Have the students analyze the possible cause and ways of preventing the accidents described in the clippings. 6. Obtain figures from insurance companies, showing the cost of accidents and compare the figures with expenditures for education and other vital needs. 7. Show the films *Dick Wakes Up* and *Dead Right.*	*Books* Byrd, Oliver E., *et al. Health* (7-8). Thackston, John A., and Newsom, William T. *Keeping Our Health.* Thackston, John A., and Newsom, William T. *Protecting Our Health.* *Films* *Alco Beat.* Massachusetts Safety Council. *Dead Right.* American Automobile Association. *Dick Wakes Up.* American Automobile Association. *Filmstrip* *Walk the Straight and Narrow.* Society for Visual Education, Inc. *Manual* *Manual of Pedestrian Safety.* American Automobile Association. *Pamphlets* "Accident Facts." (1970) Massachusetts Safety Council. "Falls." Massachusetts Safety Council. "Look Alive." United States Public Health Service. "Safety on Foot." Massachusetts Safety Council.
The human element is the most important factor in safe living. 1. Temperament (anger)	1. Invite a representative of an insurance company to discuss proneness and insurance risks. 2. Discuss the human factors which contribute to	*Books* Byrd, Oliver E., *et al. Health* (8). Byrd, Oliver E., *et al. Health Today and*

Concepts and Primary Concerns	Sample Learning Experiences	Resources
2. Physical fitness 3. Immaturity 4. Poor judgment 5. Preoccupation 6. Use of drugs *Current statistics indicate a need for concern and action.*	accidents. Include inter-personal relationships, impulsive reactions, abuse of drugs, personal judgment. 3. Discuss why boys have a higher accident rate than girls. 4. Have the students discuss how safety can become a part of a person's value system. 5. Invite a psychologist to class to discuss the human element in safe living. 6. Have the students discuss how the body functions to help a person live safely. 7. Have the students compile national teen-age statistics on accidents and compare them with national adult statistics. 8. Have the students propose methods by which the number of accidents may be lowered.	*Tomorrow* Diehl, Harold, *et al. Health and Safety for You.* Irwin, Leslie W., *et al. Patterns for Living.* *Pamphlet* "Accident Facts." Massachusetts Safety Council.
Safe living is dependent upon an awareness of environmental factors. 1. Weather conditions 2. Time factor 3. Social implications a. Family relationships b. Peer influence c. Adult examples	1. Organize a school safety squad and discuss the duties of the members. 2. Have the students explore the variety of factors which may have contributed to serious accidents (plane crash – result of weather, mechanical defect, or human failure). 3. Have interested students observe people for a period of time, noting the hazardous things they do. Have them record their findings.	*Books* Irwin, Leslie W., *et al. Foundations for Fitness.* Stack, Herbert and Elkow, J. Duke. *Education for Safe Living.* *Films* *Safe As You Know How.* Massachusetts Safety Council. *Safety Is in Order.* Massachusetts Safety Council.
Accident prevention is everyone's responsibility. 1. Recognition of causes essential 2. Home emergencies (falls, fires, etc.) 3. School (gymnasium, shop, laboratory, corridors)	1. Have the students discuss the consideration of others' safety. 2. Have the students discuss the location of fire extinguishers in the school building. Have a fireman demonstrate how to use an extinguisher.	*Books* Schneider, Robert E. *Health and Growth.* Yoho, Robert O. *Health for Today.*

Concepts and Primary Concerns	Sample Learning Experiences	Resources
4. Community a. Water recreational activities b. Camping activities (recreational areas, firearms) c. Automobile travel d. Public transportation 5. Teen-age jobs a. Baby-sitting b. Mowing lawns c. Using snow blowers 6. Farm safety (machinery) 7. Do it yourself projects 8. Situations involving the handicapped a. Partially blind b. Physically handicapped 9. Laws and regulations relating to safety	3. Conduct a school safety survey. List potential hazards and suggest ways to correct them. 4. Survey the hazards and safety problems in the community. 5. Provide opportunities for students to assist local recreation leaders in maintaining safe conditions at recreation centers. Conduct "fix-up" campaigns at local parks. 6. Have the students plan a community safety project. 7. Plan a trip to a marina to observe hazards. 8. Have the students take part in a panel discussion on safety in and on the water. 9. Have the students explore the current information available on the use of firearms and hunting precautions. 10. Discuss how such acts as placing objects on railroad tracks and throwing stones at cars and trains can endanger public safety. 11. Discuss why maturity in judgment is essential for every baby-sitter. 12. Have the students role play situations relating to safety which may occur while baby-sitting. 13. Develop a code for baby-sitters, relating to safety. 14. Survey hazards caused by machines and power devices. 15. Discuss new laws and regulations relating to snowmobiles. 16. Have several students do research on the laws relating to local school buses.	*Films* *Everything to Lose.* Massachusetts Safety Council. *The Little Things that Count.* Massachusetts Safety Council. *Pamphlets* "Bring 'em Back Alive." American Automobile Association. "Hazards of Discarded Iceboxes and Refrigerators." Massachusetts Safety Council. "How to Prevent Accidents in Your Home." National Research Bureau, Inc. "Safe Use of Electrical Equipment." National Committee on Safety Education. "Safety in the Farm Mechanic's Shop." Massachusetts Safety Council. "School Bus Safety Rules." Massachusetts Safety Council. "You're in Charge." Massachusetts Safety Council.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
Safe behavior involves good health habits and responsible attitudes. 1. Fire drills 2. School traffic 3. Regulations in gymnasium 4. Regulations in shop and laboratory 5. Obeying traffic signs 6. Proper use of bicycles 7. Skillful performance in all activities	1. Have students accumulate data regarding national, state, and local accidents. 2. Discuss the cost of accidents. 3. Review school safety regulations. 4. Discuss places where accidents occur – home, school, highway.	*Book* Fait, Hollis F. *Health and Fitness for Modern Living.* *Pamphlets* "Adult School Crossing Guards." American Automobile Association. "Perfections-Plus for Emergency Evacuation Drills." Massachusetts Safety Council. "School Fires." Massachusetts Safety Council.
Both danger and benefits may be derived from the same source. 1. Potential danger of equipment in school, home, and work 2. Frequent checking of equipment, tools, and apparatus essential	1. Invite a policeman, firefighter, or safety expert from an industrial plant to talk to the class on safety in his area. 2. Discuss how teen-agers can assist in making minor home repairs and improvements in order to prevent accidents. 3. Invite a home economics teacher to discuss safety problems in the kitchen.	*Pamphlets* "Bathroom Hazards." National Safety Council. "Fire – What Would You Do?" National Fire Protection Association. "Hand Tools." National Safety Council. "Lifting, Carrying, Lowering." National Safety Council. "Non-Electric Household Equipment." National Safety Council. "Safety in the Wood Shop." National Safety Council.
Development of self-reliance and self-discipline is necessary for reacting effectively in an emergency. 1. Knowledge of available help 2. Knowledge of when and where to call a physician or ambulance	1. Discuss reasons why people react differently under stress. 2. Discuss the importance of keeping away from the scene of an accident unless one can be of assistance.	*Pamphlet* "Emergency 77." Massachusetts Safety Council.

SENIOR HIGH

Area I PHYSICAL HEALTH

Field of Study NUTRITION

Objectives

To help the student to:

1. Become more knowledgeable about the interrelationship of nutrients.
2. Become aware that food influences all areas of the world
3. Know that good nutrition may be achieved at low cost.
4. Understand the importance of the recent developments in food technology that should help to improve world food supply and distribution.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
Body efficiency is maintained and improved by proper food consumption. 1. Nutrients a. Broken down in the body b. Used in the synthesis of essential substances 2. Metabolism (radical changes may hinder the absorption of nutrients in body)	1. Have the students report on the function nutrients play in the body systems (enzymes, co-enzymes, hemoglobin, and hormones) 2. Have a student report on phenylketonuria.	*Film* *The Human Body: Nutrition and Metabolism.* New England Dairy and Food Council. *Demonstration* *Animal Feeding Demonstrations.* New England Dairy and Food Council. *Pamphlet* "Choose Your Calories by the Company They Keep." New England Dairy and Food Council. *Transparencies* *Nutrient Chart Transparencies.* New England Dairy and Food Council.
Lack of nutrients and/or calories retards growth and development. 1. Normal body processes disrupted by lack of nutrients 2. Detrimental changes occur in body if deficiencies are prolonged	1. Compare the life span and development of people in the United States today to those of people living during the time of the Pilgrims. Include population, death rate, birth rate, and types of diseases. 2. Conduct animal experiments to show the effect of poor nutrition on growth and development.	
Nutrition quackery can be dangerous. 1. Vitamin pills a. Serve a limited purpose b. Not a cure–all for faulty nutrition 2. Nutrients (no one food available containing each) 3. Dietary inadequacies (may lead to physical and mental defects)	1. Discuss reducing diets and what dangers are involved with fad diets. 2. Make a poster of what is needed for a good reducing diet (three well-balanced meals, physical exercise, a good psychological attitude) 3. Report on the terms *over-nutrition, malnutrition, kwashiorkor.*	*Pamphlets* "Defense Against Quackery." American Medical Association. "Weight Control Source Book." New England Dairy and Food Council.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
All human beings need the same nutrients but in different amounts, according to age, sex, size, activity and health. 1. Adequate diet essential during final teen-age growth years. 2. Nutrition and weight control essential during pregnancy	1. Have the students discuss the final growth processes and the role nutrients play. 2. Have the students report on the effects of inadequate diet on the mother and fetus during pregnancy, on the new-born, and on the developing infant.	*Pamphlets* "What to Eat Before You Are Pregnant/While You Are Pregnant/After the Baby Comes." New England Dairy and Food Council.
The United States government is trying to improve the nutritional status of its people. 1. Eating habits of Americans a. Considered to be poor b. Diets lack basic needs 2. Education of citizens a. Critical need b. Many organizations involved, including federal government	1. Discuss the problems of obesity and underweight, and identify contributing factors. 2. Have leaders of organizations report on programs attempting to improve the nutritional status of Americans (Headstart, school lunch and breakfast programs, commodity food distribution).	*Pamphlet* "Weight Control Source Book." New England Dairy and Food Council.
In developing countries, poor nutrition is one of the major reasons for slow progress. 1. Nutritional status of people depends upon availability, quantity, and variety of foods 2. Progress of a country depends upon healthy man-power.	1. Have the students make graphs showing population and food production in developing countries of the world and compare these to the United States. 2. Discuss the nutritional diseases prevalent in developing countries and suggest ways they may be reduced.	*Book* Lowenberg, Miriam E., *et al. Food for Man.* *Film* *Food for Life.* New England Dairy and Food Council.
Many factors govern the way people eat. 1. Supply and demand determine eating habits 2. Physical, emotional, and environmental factors influence nutrition at all stages of development.	1. List factors which influence the price of a food item (transportation, seasonability, processing, packaging). 2. Discuss how food intake depends upon eating patterns, customs, environment, and knowledge. 3. Report on dietary restrictions of different	*Books* American Home Economics Association. *Family Holidays Around the World.* United States Department of Agriculture. *The Yearbook of Agriculture: Food for All of Us, 1969. Consumers All, 1965. Food, 1959.*

Concepts and Primary Concerns	Sample Learning Experiences	Resources
3. Level of nutrition correlates with education	ethnic and religious groups. 4. In cooperation with the Home Economics Department plan a holiday food-tasting party.	
The wise consumer is a discriminating shopper. 1. Processing of food results in higher prices 2. Seasonal food generally less expensive than out-of-season 3. Purchasing of food a. Less expensive in large supermarkets b. Price does not guarantee nutritious foods	1. Have the students make a calendar of foods in season for each month. 2. Have the students compare a convenience product such as a TV dinner with a similar meal prepared at home. 3. Have the students survey markets of various sizes and location and prepare a price list of similar staple items. 4. Have the students list protein foods which are less expensive than meat.	*Film* *More Food for Your Money.* New England Dairy and Food Council. *Pamphlet* "Food Consumption of Households in the United States." United States Department of Agriculture.
The food industry which is the largest industry in the world is important to the world's economy. *New foods are being produced to meet the world's growing population.*	1. Have the students do research on programs which are trying to improve world nutrition (WHO, UNICEF, FAO). 2. Have the students report on high protein foods (fish protein concentrate and soy bean products). 3. Have the students list the kinds of foods exported and imported by the major countries of the world. 4. Have the students list the industries which contribute to the food industry.	*Film* *Food for a Modern World.* Henk, Newenhouse. *Pamphlet* "Food Science and How It Began." New England Dairy and Food Council.
Regulations on the federal, state, and local levels govern food production and processing.	1. invite state, federal, and/or local inspectors to discuss food protection procedures. 2. Plan a tour of a food processing plant to see how food is processed and what sanitation methods are being used. Have the students constructively criticize their observations.	*Film* *Meat on the Move.* Swift and Company.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
	3. Using current news items, have the students investigate the use of pesticides. 4. List food additives and their purposes.	

Field of Study ALCOHOL (Senior High)

Objectives

To help the student to:

1. Understand the history of alcohol and its many uses.
2. Understand the scope of the problem of excessive drinking.
3. Recognize that there are responsibilities associated with the decision to use alcohol.
4. Recognize and evaluate the influence of the advertising media on the young buyer and his attitudes regarding the use of alcoholic beverages.
5. Understand alcoholism in today's society.
6. Develop an awareness of the preventive and corrective measures of coping with alcoholism.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
Alcohol has been used in a variety of ways throughout the ages. 1. Alcohol and drinking patterns. 2. Biological and psychological implications and moral issues 3. Alcohol and community health	1. Have the students do research on the history of the social usage of alcohol. 2. Study the history of Prohibition and evaluate the reasons for the repeal of the 18th Amendment. 3. In a class discussion, evaluate the social acceptance of alcoholic beverages. 4. Have the students do research to discover the relationship between the use of alcoholic beverages and public health problems 5. Provide the students with a list of personal psychological needs and discuss how they relate to the individual's decision to drink alcoholic beverages.	*Books* Carroll, Charles R. *Alcohol: Use, Nonuse and Abuse.* Lolli, Giorgio. *Social Drinking.* McCarthy, Raymond G. *Facts About Alcohol.* *Film* *To Your Health.* Center for Massachusetts Communications. *Pamphlet* "Thinking About Drinking." Massachusetts Department of Public Health
When alcohol is misused, many problems may develop. 1. Increasing percentage of Americans using alcohol 2. Problem drinkers a. Increase in numbers b. Geographical distribution c. Ethnic groups 3. Trends in alcoholism rates a. Current research b. Treatment rate increasing with new procedures. 4. Alcoholism and home accidents 5. Excessive drinking and highway safety 6. Excessive drinking and industry a. Lost man-hours	1. Study the current problem of the consumption of alcoholic beverages at the state level. 2. Discuss the trends of usage according to sex. 3. Discuss the increase in the consumption of alcoholic beverages since the turn of the century. 4. After doing research, have the students discuss the statement "At least one student in every classroom is a potential alcoholic." 5. Have the students obtain facts relating home accidents to excessive drinking. 6. Have a few students obtain facts relating to the alcohol user and the alcoholic and the problems facing them when purchasing life insurance. 7. Invite a representative from the safety division of a local industrial firm to speak on industrial problems created by excessive drinking.	*Books* Bogue, Donald. *Skid Row in American Cities.* McCarthy, Raymond, *Alcohol Education for Classroom and Community.* Shevlin, Julius B., and Goldberg, Isidor H. *Facts About Alcohol: A Programmed Unit.* *Pamphlet* *"Alcoholism in Massachusetts."* Division of Alcoholism. Massachusetts Dept. of Public Health. *Pamphlets* "Alcoholism: A Family Guide to Understanding the Illness and What to Do About It." Massachusetts Department of Public Health. "Hangover Losses." National Council on

Concepts and Primary Concerns	Sample Learning Experiences	Resources
b. Cost factor to industry 7. Crime and alcohol relationship 8. Alcoholism and deaths (life expectancy decreased) 9. Alcoholic parent a. Cost in human suffering b. Disruption of family unit 10. Public welfare (problem drinker may become dependent upon society)	8. Invite a Juvenile Officer from the local Police Department to speak about "Youth, Crime, and Alcohol." 9. Have a group of students visit a session of the Juvenile Court and observe the number of cases which involve the use of alcohol. Prepare a report to present to the class for discussion. 10. Have the students write reports, comparing local and national death rates due to alcoholism. 11. Have the students discuss the problems of the alcoholic parent and the child in the home. 12. Have several students interview a lawyer or judge to find out how the misuse of alcohol contributes to divorce, broken homes, and problem children. Discuss the social implications. 13. Obtain facts from the Department of Public Health, Division of Alcoholism on the relationship between alcoholism and the welfare status of individuals.	Alcoholism, Inc. "Health Education Through a Council on Alcoholism." National Council on Alcoholism, Inc. "The Hospital's Place in a Program of Alcoholism." of Alcoholism." National Council on Alcoholism, Inc. "Recent Findings Regarding Alcoholism in Industry." National Council on Alcoholism, Inc. "The Social Agencies' Responsibility in the Alcoholism Program." National Council on Alcoholism, Inc.
The decision to drink, whether excessively or moderately, is an individual responsibility. 1. Responsibility of the teen-ager a. To himself b. To peers c. To Family 2. Responsibility of the parent a. Setting an example b. Helping with decisions c. Family finances affect decision making 3. Responsibility of host or hostess (respecting decisions of others to drink or abstain)	1. Have the students debate the question of whether or not teen-agers should be permitted to drink in the home. 2. Discuss the individual's privilege to refuse a drink without feeling alienated from others. 3. Discuss the topic "Problem drinking and family membership appear to be incompatible." 4. List and discuss problems affecting a family if one member drinks heavily. 5. Discuss the problems encountered within the family when more of the family budget is spent on the purchase of alcoholic beverages	*Books* Al-Anon Family Group Headquarters. *Living with an Alcoholic.* Cain, Arthur. *Young People and Drinking.* Life, John R. *Concepts in Health, Course Four.* Pittman, David, and Snyder, Charles R. *Society, Culture and Drinking Patterns.* *Films* *I Never Looked at It that Way Before.* Massachusetts Medical Society.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
4. Responsiblity as operator of a vehicle (traffic fatalities and offenses directly related to use of alcohol) 5. Sound decision-making vital	rather than basic needs. 6. Have the students role play the planning of a party wherein some friends elect to drink alcoholic beverages and some friends abstain. 7. Show and discuss the film *I Never Looked at It that Way Before.*	*Understanding Stresses and Strains.* Walt Disney Productions.
Advertising greatly influences the young buyer in today's society. 1. Television 2. Radio 3. Newspaper 4. Magazines 5. Other media	1. Have the students survey and evaluate techniques used by advertisers in influencing people to drink. 2. Plan a class project to take pictures of local liquor advertisements. Discuss the techniques used by the advertisers. 3. Have some students do research on the amount of money spent on advertising alcoholic beverages. Compare this expenditure to expenditures for some of the necessities of life. 4. Have a committee of students collect clippings and advertisements from newspapers and magazines which relate to the use of alcohol. Make a bulletin-board display of the materials.	
Alcoholism is now recognized as a disease, and rehabilitation of the alcoholic involves many people. *Physiological, psychological, and sociological factors surround the disease.* 1. Warning signs a. Drinking to face up to situations b. Solitary drinking c. Early morning drinking d. Individual variations 2. Treatment of alcoholism	1. Have the students discuss the question "Are alcoholics born or are they made by the environment?" 2. Classify each of the various symptoms of alcoholism into physiological, psychological, or sociological categories. Discuss the interrelationships. 3. Have two students visit an alcohol rehabilitation center and report their findings to the class. 4. Have the students investigate what is being	*Books* Chafetz, Morris E., and Demone, Harold W., Jr. *Alcoholism and Society.* Jellinek, E.M. *The Disease Concept of Alcoholism.* Keller, Mark and McCormick, Mairi. *A Dictionary of Words About Alcohol.* Ullman, Albert. *To Know the Difference.* Williams, Lincoln. *Tomorrow Will Be Sober.*

Concepts and Primary Concerns	Sample Learning Experiences	Resources
a. Improvement of living habits (better nutrition, exercise, and activities) b. Drug therapy c. Psychotherapy d. Individual and group therapy 3. Industrial programs for employees	done in Massachusetts to help the alcoholic and his family. 5. Prepare a bibliography of books, pamphlets, and articles on alcohol and alcoholism which are available in the community for the adult reader. 6. Provide an opportunity for a few students to visit an open meeting of Alcoholics Anonymous or other such organization. Have them report their findings to the class. 7. Research those agencies in the community which offer aid, advice, and information to those who have alcohol-related problems.	*Film* *Tobacco and Alcohol: The $50,000 Habit.* Massachusetts Medical Society. *Filmstrip* *Alcohol and Your Health.* Society for Visual Education. *Pamphlets* "Alcoholism. A Problem in Environment." National Council of Alcoholism, Inc. "Thirteen Steps to Alcoholism." National Council on Alcoholism, Inc. "This Is AA." Alcoholics Anonymous Publishing, Inc. "What Everyone Should Know About Alcoholism." Channing L. Bete Company. "Youth and the Alcoholic Parent." Al-Anon Family Group Headquarters, Inc. *Transparencies* *"Alcohol: Use and Misuse.* 3M Company.
Awareness and understanding of alcoholism and concern for the alcoholic will assist in preventing increased problems in the community. 1. Identification of the problem 2. Preventive measures a. Education (school, community) b. Research (laboratory, clinic) c. Legislation (federal, state, local)	1. Have the students discuss the following: "Alcohol is socially and legally accepted, drugs are not." 2. Discuss the significance of prevention in assisting with problems related to alcohol. 3. Have some interested students report to the class findings of some current laboratory and clinical research on alcoholism. 4. As a class project, make posters depicting cautions, dangers, and preventive aspects of the alcohol problem.	*Book* Pittman, David, and Snyder, Charles. *Society, Culture and Drinking Patterns.* *Pamphlets* "Alcohol and Alcoholism." United States Department of Health, Education and Welfare. "Alcoholism in Massachusetts." Massachusetts Department of Public Health.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
	5. Discuss and list examples of felonies, misdemeanors, and minor offenses, resulting from excessive use of alcohol. 6. Discuss local liquor control laws. 7. Have the students obtain for class discussion the local regulations on alcohol and alcohol-related problems. 8. Study the state laws pertaining to drinking and driving and discuss how they might be improved to be more effective. 9. Have a debate on the question of lowering the legal age in Massachusetts for drinking alcoholic beverages. 10. Arrange for students to observe a court case dealing with an alcohol-related offense. 11. Have a police officer or lawyer visit and discuss the "implied consent" law with the students. 12. Have the students write their impressions of a story concerned with the alcoholic and his problems. Some examples of stories are: (1) *No Hiding Place*, by Beth Day. (2) *Come Back Little Sheba*, by William Inge. (3) *The Lost Weekend*, by Charles Jackson.	"Questions and Answers about Chemical Testing of Intoxicated Drivers." Massachsuetts Department of Public Health, Division of Alcoholism. "The New Law on Drinking and Driving." Massachusetts Registry of Motor Vehicles. *Transparencies* *Alcohol Level III.* D.C.A. Educational Products, Inc.

Field of Study DRUGS (Senior High)

Objectives

To help the student to:

1. Become aware of the total drug problem in today's world.
2. Understand the nature of various drugs and their effects upon the body.
3. Become acquainted with the scope of society's attempt to place drug use in its proper perspective.
4. Develop an understanding of the drug user along with the individual's and community's responsibility in seeking solutions to the drug problem.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
Drug use has become a major problem in today's society. 1. Contribution of modern drugs a. Prevent and control disease b. Control inflammatory reactions c. Relieve pain d. Modify moods e. Control allergic reactions 2. Prescription drugs a. Dunham-Humphrey Amendment (Foods, Drug and Cosmetic Act) b. Drug Abuse Control Amendments c. Physician's responsibility d. Individual's responsibility 3. Non-prescription drugs a. Warning on labels b. Deleterious effects c. Indiscriminate use of aspirin d. Self-medication e. Effects of combining drugs (synergistic effects)	1. Provide a question box so that students may submit questions they may not wish to ask during class time. 2. Have individual students obtain free materials on drugs from local, state, and federal organizations. 3. Have the students seek information from the local or Massachusetts Medical Society as to the beneficial uses of drugs. 4. Invite the school medical advisor to discuss the importance of drugs in today's world. 5. Show the students "facsimile drugs" so that they will know the characteristic shape, color, and size of the various drugs. 6. Have the students discuss the individual's responsibility in self-medication. 7. Invite the local pharmacist to discuss the extent of the use of non-prescription drugs by the members of the community. 8. Have the students analyze the various warning lablels on drug containers. 9. Discuss the difference between occasional use of drugs and self-medication. 10. Discuss the potential hazards involved in exchanging prescription medicines.	*Books* American Medical Association. *Drug Dependence – A Guide for Physicians.* American School Health Association. *Teaching About Drugs.* Kaplan, Robert. *Drug Abuse – Perspective on Drugs.* *Filmstrip* *RX – Not for Kicks.* Society For Visual Education. *Pamphlets* "A Doctor Discusses Narcotics and Drug Addiction." Budlong Press Company. "Medicines and How to Use Them." American Medical Association. "Resource Book for Drug Abuse Education." United States Department of Health, Education and Welfare. *Teaching Aids* Winston Products for Education.
Drugs effect the body in a variety of ways. 1. Narcotics a. Opiates and their compounds (common types – morphine, heroin, codeine, etc.) b. Synthetic products (e.g., meperidine, methadone, etc.)	1. Review the classifications of drugs and the effects upon the body. 2. Have students review newspaper articles that show the relation between the use of narcotics and the effects upon the body. 3. Discuss the withdrawal symptoms of the	*Article* "Students and Drug Abuse." Reprint. United States Department of Health, Education and Welfare.

Concepts and Primary Concerns	Sample Learning Experiences	Resources

c. Effects on the user
   (1) Health endangered
   (2) Accident prone
   (3) Physiological and psychological dependence

2. Depressants
   a. Barbiturates – "barbs," "goofballs" (e.g., amytal, barbital, luminal, seconal, tuinal, etc.)
   b. Effects on user
      (1) Depresses central nervous system
      (2) Develops physiological and psychological dependence with long use and excessive dosage.
      (3) Can terminate in death from overdose.
      (4) May result in development of tolerance
      (5) Produces pain and extensive withdrawal problems

3. Tranquilizers ("peace of mind")
   a. Major – Those with antipsychotic activity (e.g., phenothiazine, reserpine)
   b. Minor – those used as muscle relaxants and in treating emotional disorders such as anxiety and tension (e.g., meprobamate, etc.)
   c. Effects on user (results in convulsions with chronic use if withdrawn)

4. Stimulants
   a. Caffeine (e.g., cola and coffee)
   b. Cocaine – "snow" legally classified as a narcotic
      (1) Produces sense of euphoria
      (2) Dilates the pupils
      (3) Increases heart beat

heroin user.

4. Request a *rehabilitated* drug user to present his *firsthand* experiences of using narcotics and/or other drugs to the class.
5. Invite students from the Massachusetts College of Pharmacy to visit the class and discuss drugs and drug misuse.
6. Discuss the harmful effects of prolonged misuse of drugs.
7. Write to the Massachusetts Safety Council for accident facts related to the use of drugs.
8. Obtain a copy of the recent annual report of the Massachusetts Drug Addiction Rehabilitation Board on cases reported last year. Have the students discuss some of the cases.
9. Have a physician visit and discuss the reasons why he prescribes barbiturates.
10. Discuss what happens when barbiturates and alcohol are combined (synergistic effects).
11. Discuss the means of identifying an individual who is under the effects of an hallucinogen.
12. Encourage research on the effects of marijuana usage in today's society.
13. Burn "marijuana awareness wafers" to familiarize the students with the odor of marijuana.
14. Read the Boston Globe reprints of Marijuana Trial and the Tauro Decision.
15. Have students do research on the action taken by leaders in the State on the legal status of marijuana use, and report to the class.
16. Discuss the responsibility of adults in keeping

Books

Curtis, Lindsay R. *Glue Sniffing: Big Trouble in a Tube.*

Curtis, Lindsay R. *LSD – Trip or Trap?*

Curtis, Lindsay R. *Let's Talk About Goofballs and Pep Pills.*

Modell, Lansing. *Drugs.*

Van Dyke, Henry Thomas. *Youth and the Drug Problem.*

Film

LSD Insight or Insanity. Massachusetts Department of Education.

Pamphlets

"Annotated Bibliography of Literature on Narcotic Addiction." Narcotics Addiction Control Commission.

"Before Your Kid Tries Drugs." United States Department of Health, Education and Welfare.

"Drug Abuse: Escape to Nowhere." Smith, Kline and French Laboratories.

"The Drug Experience: Data for Decision-Making." City Schools Curriculum Service.

"Facts About Narcotics and Other Dangerous Drugs." Science Research Associates.

"Glue Sniffing." American Medical Association.

"LSD." United States Department of Health, Education and Welfare.

"LSD: The False Illusion." Food and Drug Administration.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
(4) Elevates blood pressure (5) Leads to psychological dependence and potential depression of respiratory center c. Amphetamines – pep pills, jelly beans (1) Used in obesity problems (2) Used in treating mild depression d. Effects on user (1) High blood pressure (2) Potential psychological dependence (3) Anxiety and psychotic aberrations 5. Hallucinogens – psychedelic or mind altering (e.g., mescaline, psilocybin, DMT, STP, DOM, DET, etc.) a. LSD – lysergic acid diethyaminde "acid" b. Effects on user (1) Potential illusion, confusion, disorientation, hallucination, lowered body temperature (2) May result in psychological dependence, possible chromosomal damage, psychotic reaction (3) Hazardous for women in child-bearing ages 6. Marijuana a. Reportedly may give a feeling of euphoria b. Possibly distorts senses of time, distance, vision, and hearing under certain dose levels of the active ingredient. NOTE: Cannabis is thought to have several active ingredients. T.H.C. (tetrahydrocannabinol) is the active chemical which has been isolated. c. Does not experimentally appear to produce physical dependence d. Does produce a strong psychic dependence	harmful substances out the reach of children.	"Marijuana." United States Department of Health, Education and Welfare. "Narcotics." United States Department of Health, Education and Welfare. "Recent Research on Narcotics, LSD, Marijuana and Other Dangerous Drugs." United States Department of Health, Education and Welfare. "The Up and Down Drug." United States Department of Health, Education and Welfare. "What About Marijuana." Public Affairs Pamphlet. *Source Book.* United States Department of Health, Education and Welfare. *A Federal Source Book Answers to the Most Frequently Asked Questions About Drugs.*

Concepts and Primary Concerns	Sample Learning Experiences	Resources
7. Volatile solvents and other harmful substances (e.g., glue, gasoline, paint thinner, lighter fluid, cleaning compounds, aerosols, certain foods, morning glory seeds, etc.) a. Effects on user (1) Extremely dangerous and can be fatal (2) Can produce tolerance and psychological dependency (3) Can produce brain damage and kidney and liver cell destruction (4) Can impede blood cell production		
Today's drug-oriented society is experiencing new social problems. 1. Increase in drug use over the last ten years a. Teen-agers b. "Social" groups c. "Insight" groups for psychedelic experiences 2. Widespread social acceptance of the use of drugs a. Appetite control b. Minor aches and pains c. A "crutch" to cope with daily pressures 3. Continuing loss of employment with drug-oriented individuals 4. Increase in motor vehicle accident rates with increasing drug use by drivers 5. Family members often affected a. Economic loss b. Emotional trauma 6. Drug abuse – a public health problem	1. Divide the class into groups to trace the history of drug uses and abuses through the ages. Groups may be assigned study on the basis of historical periods (Colonial period, Civil War period) or geographical areas (China, Latin America, Southeast Asia). Reports should include such information as names of drugs and their sources, dates of discovery, uses and misuses, and related societal problems. 2. Analyze the term *social acceptance* and evaluate its importance as a motivator of behavior. 3. Discuss the types of everyday pressures that cause individuals to seek drugs as a crutch. 4. Have the class identify five social problems, including the misuse of drugs. Discuss these problems in terms of: (1) What constitutes a social problem. (2) Why social problems are difficult to solve. (3) How to go about solving social problems realistically.	*Article* "Drugs in Our Society." *Harvard Medical Alumni Bulletin.* September - October, 1969. *Books* Blaine, Graham. *Youth and the Hazards of Affluence.* Kaplan, Robert. *Drug Abuse: Perspectives on Drugs.* Massachusetts Department of Mental Health, Division of Drug Rehabilitation. *Arlington Drug Study.* Nowlis, Helen H. *Drugs on the College Campus: A Guide for College Administrators.* *Pamphlet* "The Drug Takers." *Time-Life* Special Report, 1965.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
a. A chronic disease leaving some disability or handicap b. Communicable – spreads as a process of social contagion 7. Environment plays a critical role a. Proximity of sources (e.g., drugstores, hospitals, laboratories, warehouses, etc.) b. Urban settings c. War, hyprocrisy, and other social phenomena	5. Discuss the serious effects on the family unit when a member is using drugs regularly. 6. Discuss the school-dropout rate in relation to the use of drugs. 7. Have the students study the medical care needed in assisting the drug user. 8. Utilize rehabilitated drug users to stimulate classroom dialogue relevant to treatment and rehabilitation "after the fact." 9. Discuss the relationship between drug abuse and one's environment.	
Drug substances can have an unpredictable effect upon the emotions and behavior of the user. Reasons for use a. Social pressure b. Curiosity c. Escape d. Inadequate personality e. Existing neurosis f. Existing psychosis	1. Discuss with the students the reasons for using drugs.	*Pamphlet* "The Crutch that Cripples: Drug Dependence." American Medical Association.
A better understanding of the legal aspects of drug use and abuse will assist students in decision-making about drugs. 1. Federal action on drugs a. Early legislation (1) Harrison Act (2) Marihuana Tax Act (3) Narcotic Control Act b. Federal agencies (1) Food and Drug Administration (controls quality of drug production)	1. Have interested students explore past and pending legislation on drug-related areas. 2. Have some students obtain information from the state pharmaceutical association on the law controlling prescription drugs. 3. Divide the class members into committees and ask them to identify the responsibilities of high school students in preventing the spread of drug habituation and addiction. Ask the groups to suggest measures including needed legislation to curb the problem of drug abuse.	*Manual* *Drug Abuse: A Manual for Law Enforcement Officers.* Smith, Kline and French Laboratories. *Pamphlets* "Federal and Massachusetts Drug Laws." Massachusetts Department of Education. "School Drug Policies – A Guide for Administrators." Masssachusetts Department of Education.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
(2) Bureau of Narcotics and Dangerous Drugs (enforces the Harrison Narcotic Law and Amendments) (3) United States Post Office (prevents fraudulent use of the mails) (4) Federal Trade Commission (regulates over-the-counter products) (5) Bureau of Customs (curtails illegal entry of drugs) (6) Federal Communication Commission (controls drug advertising through mass media) 2. State action on drugs a. Early legislation b. Current legislation 3. Law enforcement of drug use and abuse 4. Development of school drug policies and procedures	4. Have a local pharmacist visit the class to discuss controls on filling prescriptions including the reasons for these controls.	
The treatment and rehabilitation of drug dependents is the responsibility of every individual. 1. Identification a. Visual medical symptoms b. Behavioral symptoms 2. Hospitalization a. Out-patient clinics b. Public health facilities c. Mental health facilities 3. Narcotics Anonymous 4. Synanon 5. Resident treatment programs	1. Discuss and role play the responsibility of a student to help his friend who is using drugs. 2. Provide an opportunity for the students to visit treatment and/or rehabilitation centers. 3. Invite a social worker or an administrator to discuss the treatment and rehabilitation of drug users.	*Pamphlets* "Drug Abuse: Community Action Guide." Smith, Kline and French Laboratories. "The Narcotic Addict." United States Department of Health, Education and Welfare. "Rehabilitation Act of 1966." United States Department of Health, Education and Welfare.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
6. Other therapy centers – Odyssey House, Turnabout, Place, etc. 7. School Counseling Service		
Drug abuse prevention is essential. 1. Educating students and adults 2. Parental responsibilities a. Helping children to develop positive attitudes and desirable practices b. Parents as exemplars 3. Community involvement (schools, community agencies, law enforcement authorities, etc.) 4. Government control	1. Discuss the importance of parents and other adults setting examples for children. Establish a committee of students, administrators, faculty members, parents, and community members to evaluate and assist in solving the local drug problem (community Health Council). 2. Discuss how society can cope with the pressures of day-to-day living without using drugs as a crutch. 3. Assign interested students to write an article for the local paper on contributions made by individuals in drug abuse prevention.	*Pamphlet* "Suggested Approaches in Drug Education." Massachusetts Department of Education.
Maintenance of good health is obtained through a balance of physical, intellectual, emotional, and social developments.	4. Discuss how an imbalance of physical, intellectual, emotional and social development may create personal health problems.	

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Field of Study EMOTIONAL DEVELOPMENT (Senior High)

Objectives

To help the student to:

1. Obtain a better understanding and acceptance of himself.
2. Further develop his ability to control his reactions to life situations.
3. Appreciate his role and the role of society in providing a desirable environment for maintaining good mental health.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
Good mental health helps maintain one's physical health and social effectiveness. 1. The central nervous system a. Center of organic functions b. Bodily processes influenced (1) Digestion (2) Skin reactions (3) Heart action 2. The endocrine system a. Effects on emotions b. Anxieties can hinder normal body functions c. Possible effects on digestion and skin 3. Good physical health (contributes to good mental health) 4. Desirable personality characteristics (based on a feeling of well-being) 5. Personality development (follows fairly consistent patterns) 6. Patterns (reflect the interplay of positive and negative emotions) 7. Physical characteristics 8. Behavioral characteristics 9. Character traits 10. Motivation and drive (add to intellectual efficiency) 11. Social functioning 12. Social forces (affect an individual's mental health)	1. Have the students discuss the meaning of mental health. 2. Have a group of students do research on the interrelatedness of good physical and good mental health. 3. Have each student write a brief paper on physical activity as an emotional safety valve. 4. Discuss the fact that it is normal for everyone to experience poor mental health at some time. Have the students give examples. 5. Discuss the difference between an organic and a functional disease. 6. Discuss the relationships between emotions and underweight and overweight. 7. Have the students find news articles which describe super-human feats performed by an individual during an emotional crisis. 8. Invite a psychiatrist to class to discuss the interrelationship of the nervous system, the endocrine system, emotions, and body functions. 9. Have the students discuss the proverb "As the twig is bent, so the tree inclines." 10. Discuss the relationship of physical characteristics to personality development.	*Books* Barton, Helen B. *Nervous Tension, Behavior and Body Functions.* Crawford, John E. *Better Ways of Growing Up.* Diehl, Harold S., *et al. Health and Safety for You.* Groch, Judith. *You and Your Brain.* Kahn, Fritz. *The Human Body.* Morgan, Clifford T. *Introduction to Psychology.* Nourse, Alan E. *The Body.* Reik, Theodor. *Curiosities of the Self.* Roam, Pearl. *A Book About You.* Strecker, Edward A. and Appel, Kenneth. *Discovering Ourselves.* Van Dyke, Vonda Kay. *That Girl in Your Mirror.*
Emotions are the motivators in human behavior.	1. Discuss various emotions and have the students	

Concepts and Primary Concerns	Sample Learning Experiences	Resources
1. Stages of development 2. Identification 3. Development and control a. Serve a useful purpose b. May be detrimental	identify with experiences which involved specific emotions. 2. Have the students discuss the characteristics of the emotionally mature person and the characteristics of the emotionally immature person. 3. Have the students observe friends and relatives and note those who meet emotional stress with calm and controlled behavior. 4. Discuss how anxiety can sometimes be used to serve a useful purpose. 5. Have each student keep a diary for a week, noting the times that he displays a lack of emotional control. The diary can serve as a basis for self-evaluation.	*Books* Bonney, Merl E. *Mental Health in Education.* Coleman, James C. *Abnormal Psychology and Modern Life.* Ewalt, Jack R., and Farnsworth, Dana L. *Textbook of Psychiatry.* Menninger, Karl. *Man Against Himself.* Otto, James H., *et al. Modern Health.*
Health attitudes towards oneself are basic to good mental health. 1. Self-acceptance a. Insight into personal motives and desires b. Recognition of personal strengths and weaknesses 2. Self-confidence a. Knows own limitations b. Feels capable of meeting demands of daily life 3. Self-respect a. Respects oneself b. Creates and sets own values for life 4. Self-actualization (works for a cause greater than himself)	1. Have the students define the term *motivation* and discuss its relevance in determining behavior. 2. Have each student write a paper describing his own self-image. 3. Have each student write attainable goals which he may work toward for a period of one year. 4. Have the students work in committees and develop suggestions for a good personal mental health program. The suggestions can include accepting criticism impersonally and profiting by it, finding moments to relax completely each day, and getting along with others.	*Book* Jones, Kenneth, *et al. Emotional and Neurological Health.* *Film* *Emotional Health.* McGraw-Hill Book Company. *Pamphlet* "Mental Health." Channing Bete Company.
Various factors influence personality development.	1. Have the students discuss the term *personality.* Then ask each one to write his own definition.	

Concepts and Primary Concerns	Sample Learning Experiences	Resources
1. Appearance 2. Good physical health 3. The mind a. The id b. The ego c. The superego 4. Mental mechanisms a. Repression b. Rationalization c. Regression d. Projection e. Fantasy and daydreaming f. Conversion 5. Heredity affects personality 6. Environment affects personality a. Socio-economic position of family b. Educational background of parents c. Family income d. Type of home e. Type of neighborhood f. Ethnic background 7. Personality needs of the adolescent a. Love b. Recognition c. Independence d. Goals e. Values and ideals f. Responsibility	2. Have some students act as roving reporters and question the others about "identifying personality, changing personality," etc. Have them report to the class. 3. List a number of defense mechanisms on the chalkboard and discuss how the use of mental mechanisms affect defensive behavior. 4. Discuss how the overuse of mental mechanisms may lead to mental illness. 5. Describe to the class a number of situations in which defense mechanisms were utilized. Have the students identify and critique these defense mechanisms. 6. Discuss the statement "The civilized countries of the world lead all others in suicide, insanity, delinquency, crime, divorce, and alcoholism. 7. Establish committees and have each committee discuss one of the personality needs of the adolescent. Have one member of the group report conclusions to the class and permit the class to participate in a final summary.	*Books* Bailard, Virginia, and Strang, Ruth. *Ways to Improve Your Personality.* Engle, T.L. *Psychology.* Fait, Hollis F. *Health and Fitness for Modern Living.* Menninger, W. *How to Be a Successful Teen-ager.* Newton, Roy, and Green, H.H. *How to Improve Your Personality.* Steiner, Heiri, and Gebser, Jean. *Anxiety – A Condition of Modern Man.* Strecker, Edward A., and Appel, Kenneth. *Discovering Ourselves.*
A balance of dependence and independence is valuable. 1. Dependency a part of living a. Dependency upon individuals and environment	1. Discuss life situations which require dependence on other family members. 2. Discuss situations which call for an individual to make critical decisions. 3. Have the students distinguish between the terms *neuroses* and *psychoses.*	*Books* Gmur, B.C., *et al. Making Health Decisions.* Hein, Fred V., and Farnsworth, Dana L. *Living.* Lehner, George F., and Kube, Ella. *The Dynamics of Personal Adjustment.*

Concepts and Primary Concerns	Sample Learning Experiences	Resources
b. Conformity to some aspects of society 2. Independence-autonomy a. Valuable for good mental health b. Permits individual to control decisions and events of his own life *Inability to cope with problems can result in the breakdown of a person's mental defenses.* 1. Psychosamatic reactions 2. Psychoses 3. Neuroses	4. Discuss ways of helping a classmate who shows signs of distress or depression or talks of suicide. 5. Discuss some common problems which contribute to poor mental health (pressure of making grades, lack of a definite choice of a career, unwise spending of funds). 6. Organize the class into groups to study various ways to seek solutions to teen-age problems. 7. Have the students discuss the "mind-body relationships."	Otto, James H., *et al. Modern Health.* *Films* *Control Your Emotions.* Coronet Films. *Personality and Emotions.* Encyclopaedia Britannica Educational Corp. *Steps Toward Maturity and Health.* Massachusetts Department of Education. *Pamphlets* "Tensions and How to Master Them." Public Affairs Committee Headquarters, Inc. "Toward Mental Health." Public Affairs Committee Headquarters, Inc.
Social interaction is the ultimate goal of good mental health. 1. Home and family a. Harmonious relationships b. Genuine affection for one another c. Consistent, firm discipline d. Participation in responsible activities e. Place for friends to socialize 2. School a. Fostering feeling of personal worth b. Providing experiences to develop social competence c. Providing opportunities for performance of purposeful tasks	1. Plan a discussion of the importance of the home in developing good mental health. 2. Have a committee make a list of experiences in the home which contribute to good mental health. Another committee can list experiences which contribute to poor mental health. 3. Have the students discuss, from their personal experiences, ways in which schools can contribute to good mental health and ways in which schools can contribute to poor mental health.	*Books* Lawrence, Thomas C., *et al. Your Health and Safety.* Maslow, Abraham H. *Toward a Psychology of Being.* Wilson, John R. *The Mind.* *Pamphlets* "Facts About Mental Illness." National Association for Mental Health. "How to Deal with Mental Problems." National Association for Mental Health.
The community is an important factor in good mental health. 1. Creates favorable or unfavorable environment	1. Have a committee of students survey the community and make an inventory of mental health needs. Have them identify available mental health resources.	*Books* Bonney, Merl E. *Mental Health in Education.* Gallagher, J.R., *et al. Health for Life.*

Concepts and Primary Concerns	Sample Learning Experiences	Resources
2. Environmental deprivation can contribute to mental health problems 3. Provides for citizen participation in a variety of activities	2. Have a student report on occupational therapy used in hospitals and nursing homes.	Lehner, George F., and Kube, Ella. *The Dynamics of Personal Adjustments.*
Reliable assistance is available for those with emotional problems. 1. Private physician 2. Psychiatrist 3. Community mental health centers 4. Mental hospitals 5. Professional therapy a. Psychotherapy (1) Individual (2) Group b. Recreational therapy c. Occupational therapy d. Drug therapy e. Shock therapy f. Psychoanalysis	1. Invite a professional from a nearby community mental health center to visit the class and discuss the work of the center. 2. Have a few interested students visit some mental health agencies and/or community organizations. Have the students report on opportunities for volunteer work with such organizations. 3. Invite a member of the guidance department to tell the class where individuals with mental health problems may seek assistance. 4. Have a committee seek information about the various agencies in the community which can assist individuals with emotional problems. 5. Have the students seek information on recent laws and regulations concerning mental health.	*Books* Dubos, Rene. *Health and Disease.* Grant, Vernon W. *This Is Mental Illness.* Haag, Jessie. *Health Education for Young Adults.*

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Field of Study TOBACCO (Senior High)

Objectives

To help the student to:

1. Become familiar with scientific information concerning smoking and its effect upon the individual.
2. Understand the variety of reasons why people smoke.
3. Evaluate the effect of advertising and other pressures.
4. Accept the responsibility for improving and safeguarding his health and environment.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
There is sufficient evidence today to substantiate a definte relationship between smoking and health. 1. Animal experiments 2. Clinical and autopsy studies 3. Population studies	1. Obtain copies of the Surgeon General's Report and assign sections to groups for class reports.	*Book* United States Department of Health Education and Welfare. *Smoking and Health.* *Pamphlets* "Breathing – What You Need To Know." Local Tuberculosis and Respiratory Disease Association. "Smoking, Health and You." Public Health Service. United States Department of Health, Education and Welfare.
Smoking may interfere with the normal functioning of the bodily processes, presenting a danger to physical health. 1. Digestive system 2. Taste and digestion 3. Chronic digestive disturbances a. Peptic ulcer b. Duodenal ulcer c. Cancer of the mouth, stomach, esophagus, etc. 4. Nervous system a. Stimulation b. Depression 5. Respiratory system (effect on mucous membranes) 6. Emphysema and bronchitis 7. Circulatory system a. Increase in heart rate and blood pressure	1. Organize the students into committees. Provide each committee with resource material on smoking and health. Have each committee do research on the effects of smoking on various organs of the body. 2. Show the film *Tobacco and the Human Body.* Discuss the effect of tobacco on the various organs of the body. 3. Discuss the fact that cigarette smokers experience ulcers more frequently than non-smokers. 4. Show the film *Smoking and You.* Discuss the effects of smoking on the lungs and its relationship to chronic bronchitis and heart disease. 5. The effects of smoking on blood circulation can be tested with a clinical thermometer. Have a non-smoker or someone who has not smoked for several hours hold the thermometer. Then have a smoker hold the thermometer. Smokers show a drop of 6° or more (even with filter	*Books* Brownell, Clifford L. *et al. High School Health Science.* Byrd, Oliver E., *et al. Health Today and Tomorrow.* Fait, Hollis. *Health and Fitness for Modern Living.* United States Department of Health, Education and Welfare. *The Health Consequences of Smoking.* *Films* *Beyond Reasonable Doubt.* Narcotics Education, Inc. *Cancer by the Carton.* Narcotics Education, Inc. *The Embattled Cell.* Local Cancer Society. *One in 20,000.* Narcotics Education, Inc. *Smoking and You.* Local Heart Association. *Tobacco and the Human Body.* Encyclopaedia Britannica Educational Corp.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
b. Blood clots and strokes c. Coronary heart disease d. Buergers disease 8. Urogenital system a. Cancer of the bladder b. Effects on pregnancy (higher incidence of spontaneous abortions and premature births) c. Effects on child *The slowing of reflex responses and the increase of carbon monoxide as well as the distracting aspects of cigarette smoking may contribute to a higher rate of accidents.* 1. Smoking in bed 2. Carelessness in discarding used cigarettes 3. Smoking and operating a motor vehicle a. Smoke blurs vision b. Smoke distracts attention	cigarettes). 6. Demonstrate the use of *The Mechanical Smoker.* 7. Show the film *The Embattled Cell.* Discuss the content of the film, particularly the behavior of living cells and the results that may occur when cells are affected by pollutants. 8. Have the students make a graph, illustrating the incidence of cardiovascular disease among smokers and non-smokers. 9. Invite a representative from a fire insurance company to discuss the cost resulting from fire caused by carelessness with cigarettes. 10. Have the students discuss the various aspects of the smoking problem, using current pamphlets as a basis for discussion.	*Filmstrip* Nature's Filter. Narcotics Education, Inc. *Pamphlets* "Answering the Most Often Asked Questions About Smoking and Lung Cancer." Local Cancer Society. "The Beleaguered Lung-Cancer Invades." Local Cancer Society. "The Effects of Smoking." Local Cancer Society. *Teaching Aid* *The Mechanical Smoker.* Winston Products for Education.
Psycholgical and social factors contribute to the individual's decision to smoke or not to smoke. 1. Factors which influence people to smoke a. Influence of the home (imitate parents) b. Peer group acceptance (feeling of sophistication) c. Advertising d. Soothing and pleasurable effects (1) Keeps hands and mouth occupied (2) Believed to be method of releasing tension (3) Produces a comfortable and satisfied feeling after meals 2. Factors which may discourage an individual from beginning or continuing to smoke	1. Show the film *Time for Decision.* Discuss public indifference to medical evidence. 2. Show the film *Barney Butt.* Discuss the anti-smoking message given in the film 3. Define the term *motivation.* Discuss the relationship between motivation and the decision to smoke. 4. Debate the topic "Man loves life and fears death." 5. Show the filmstrip *To Smoke or Not To Smoke.* Discuss the research studies and decision to smoke or not to smoke. 6. Discuss the responsibility of the smoker to his family and friends who are non-smokers.	*Book* Otto, James H., *et al. Modern Health.* *Films* *Barney Butt.* Local Heart Association. *Time for Decision.* Local Cancer Society. *Filmstrip* *To Smoke or Not To Smoke.* Local Cancer Society. *Pamphlets* "Facts About Smoking and Health." Science Research Associates.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
a. Influence of the home b. Arguments with non-smokers c. Peer groups d. Religious beliefs e. Cost (1) More money for other things (2) Salary loss due to illness (3) Industrial loss f. Appearance (1) Stains on teeth, hands (2) Unpleasant odors on clothes, breath 3. Immediate and future effects of smoking a. May impair breathing b. May impair sports performance and endurance c. Physical impairment d. Life expectancy altered e. Effects on fatigue 4. Reasons people continue to smoke a. Social mores b. Rejection of scientific findings c. Lack of knowledge d. Stubborness, "doubting Thomas" e. Habit formation (1) Physical dependency (2) Psychological dependency	7. Have the students study and discuss the effect of family relationships on influencing smoking habits. 8. Divide the class into two groups. Debate the question "Are the pleasures derived from smoking worth the risk involved?" 9. Discuss the topic "Should we try to influence classmates not to smoke? If so, how should it be done?" 10. Discuss the question "Is it worth giving up something you enjoy in order that you may be helped to live a more healthy life?" 11. Interview three adults who have smoked for a period of time. Ask them questions such as the following: (1) Have you tried to quit? (2) Why? (3) Did you or did you not succeed? Draw possible conclusions.	"World Conference on Smoking and Health." National Interagency Council on Smoking and Health. *Transparencies* *Smoking and Health.* 3M Company.
Current scientific information is being utilized in a variety of ways to assist the individual in making personal decisions concerning smoking. 1. Accurate information provided a. In school b. In the community (voluntary, professional, national organizations) 2. Medical assistance (basically for the habitual smoker)	1. Conduct a survey within the school and compile statistics on local attitudes and practices on smoking. Compare the results with national figures. 2. Arrange for a few students to visit the local Tuberculosis Associations, Heart Association, and Cancer Society. Have the students explore what these organizations are doing to provide assistance to those individuals wanting to give up smoking.	*Book* Terry, Luther L., and Horn, Daniel. *To Smoke or Not to Smoke.* *Pamphlet* "What I Tell My Patients About Smoking." Local Heart Association.

Concepts and Primary Concers	Sample Learning Experiences	Resources
a. Methods of treatment (1) Medication (lobeline, sedatives, tranquilizers) (2) Diet advice b. Withdrawal clinics (1) Professional (out-patient conference and treatment) (2) Lay organizations (group therapy and discussions) (3) Independent organizations	3. Have a few students visit a local withdrawal clinic and report their findings to the class.	
The production and use of tobacco products has important economic and political implications. 1. New legislation and its economic impact 2. Tobacco industry (multi-million dollar business) a. Important source of revenue in certain tobacco producing states b. Government price support and production control c. Contribution of cigarette taxes to state and federal income d. World trade as an influence on tobacco sales e. Advertising has a major role in the tobacco industry (1) TV, radio, magazines, etc. (2) Coupons (3) Variety, length, etc. (4) Ban on TV advertising by 1971	1. Have a student write to his legislator requesting information on recent tobacco legislation. Have him report to the class. 2. Show the film *Point of View*. Discuss the influence of advertising on the public. 3. Have the students study the cost of treatment and rehabilitation of those with various health problems related to excessive smoking. 4. Investigate federal and state tax regulations on cigarettes. 5. Make a bulletin board display of tobacco advertisements. Have the students analyze and evaluate them. 6. Prepare simulated TV commercials stressing scientific facts. 7. Debate the topic "Should cigarette advertising be banned?"	*Films* *Point of View*. Local Tuberculosis and Respiratory Disease Association. *Smoking, Tobacco and Health*. United States Department of Health, Education and Welfare. *Your Health and Safety*. Lawrence, Thomas G., *et al.* *Newsletter* *Smoking and Health Newsletter*. National Interagency Council on Smoking and Health.

Field of Study CONSUMER HEALTH (Senior High)

Objectives

To help the student to:

1. Discriminate between reliable and unreliable health information.
2. Become concerned about the health protection of his family and others.
3. Become aware of specialists and other individuals and organizations providing assistance in medical care.
4. Become cognizant of major trends in medical care practices and medical care plans.
5. Develop an increasing awareness of consumer protection through legislation, investigation and education.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
The young adult is continuously influenced by various forces attempting to reach the health consumer. 1. Reliable sources (view source critically) a. Medical health organizations b. Voluntary health organizations c. Scientific societies d. Physicians e. Pharmacists 2. Unreliable sources a. News articles (unless documented) b. Superstitions c. Customs d. Quacks	1. Plan a discussion on the reliable and unreliable sources of health information. 2. Compare a professional and non-professional magazine and note the number and types of health-related aids. 3. Conduct an anthropology-based study of various health-related superstitions and customs. Discuss ways in which these superstitions have contributed to or hindered medical advancement.	*Article* "Don't Get Hooked by the Mail Frauds." *Changing Times.* July, 1963. *Books* Carson, G. *One for a Man, Two for a Horse.* Kieus, A. *Magic, Faith and Healing.* Lynd, Albert. *Quackery in the Public Schools.* *Film* *Wise Buying.* Coronet Films.
Evaluation of the reliability and usefulness of health information is possible when the buyer utilizes established criteria. 1. Source of information 2. Professional background of the individual 3. Reputation of the individual or organization 4. Motive behind the product 5. Scientific presentation of the information	1. Have the students bring in ads from newspapers and magazines and evaluate the products, using the suggested criteria. (See Concepts.) 2. Prepare a list of 5-10 books or magazines related to health, health products, and information. Have the class do research on the credentials of the authors and the publishers.	*Article* "The Medicine Show." *Consumer Reports.* *Book* Johns, E., *et al. Health for Effective Living.* *Transparencies* *Analyzing Influences on Health Choices.* 3M Company
Advertising through various media has a strong influence on the young adult as a consumer of health products and services. 1. Selling techniques a. Low pressure method (buyer makes his own decision) b. High pressure method (forceful, aggressive tactics)	1. Have the students identify various exercise or weight-reducing programs. If possible, investigate the professional background of the individual sponsoring the program or interview a qualified physician as to the medical feasibility of the program. 2. Have the students role play situations which	*Books* Bauer, W.W. *Today's Health Guide.* Masters, Dexter. *Intelligent Buyer and the Telltale Seller.* Sanford, David. *Hot War on the Consumer.*

Concepts and Primary Concerns	Sample Learning Experiences	Resources
2. Advertising a. Half truths or false advertising. b. Misleading statements c. Testimonials d. Guarantees *Young adults are most susceptible when purchasing certain items.* 1. Beauty treatment and skin-care products 2. Food fads 3. Weight reducing pills 4. Physical fitness gimmicks 5. Food supplements and vitamins	identify the low pressure and high pressure techniques in selling health goods and services. 3. Have members of the class seek out misleading statements and claims in TV and other ads. 4. Have the students display various items which appeal to young adults, analyze these products for factual information, and indicate the cost of each item. 5. Have the students evaluate the above items as to "status" in today's society. 6. Have the students bring in objects purchased through the mail which had false or misleading advertising and claims.	*Films* *Nutritional Quackery.* Associated Film Services. *Pamphlets* "Cosmetics." Food and Drug Administration. "Facts on Quacks." American Medical Association. "Your Money and Your Life." Food and Drug Administrations.
The young adult can be victimized by quacks. 1. The quack a. Motivated to make money b. Preys on the uninformed c. Makes false and misleading statements d. Promises impossible results (subtle and clever) 2. Quackery a. A billion dollar business b. Reaches all ages c. Vital public health problem d. Poses serious threat to health and life (1) Self diagnosis (2) Self medication	1. Discuss the various reasons why people go to quacks (psychological, economic.) 2. Have students compare claims made by quacks and licensed physicians which relate to cures of such disorders as cancer or arthritis. Discuss the consequences of following the quack cures. 3. Discuss how a lack of faith in the medical profession can be a deciding factor in the individual's decision to turn to quackery. How can confidence be restored?	*Article* "Psychic Surgery: A.M.A." *Time.* October, 1968. *Books* Gentry, Curt. *The Vulnerable Americans.* Jarvis, D.C. *Arthritis and Folk Medicine.* Young, James Harvey. *Toadstool Millionaires.* *Pamphlets* "Cancer, What to Know, What to Do About It." United States Department of Health, Education and Welfare. "The Cancer Quacks." United States Department of Health, Education and Welfare. *Transparencies* *Applying Health Criteria.* 3M Company

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Concepts and Primary Concerns	Sample Learning Experiences	Resources
The young adult can help protect his family through responsible decisions. 1. Become a discriminating consumer 2. Seek medical assistance before making health-related decisions 3. Demand reliable products for each family member	1. Dramatize a situation where a young family moves into a new neighborhood and faces a major health emergency.	*Film* *Consumers Want to Know.* Massachusetts Department of Education. *Pamphlet* "Your Family's Health." Public Affairs Pamphlet.
A variety of health services are essential to protect and promote good health. 1. Health specialist 2. Family physician (1) Preventive services (2) Medical care (3) Reliable referral services 3. Family dentist (1) Basic dental services (2) Referral services 4. Other health specialists	1. Have the students discuss how they would go about selecting a physician in a new community. 2. Discuss the physician-patient ratio and have a few students examine the situation locally. 3. Have some students seek information on sources of reliable health specialists, professional societies, libraries, and professional directories. 4. Select students to write to the American Medical Association requesting information regarding the requirements (educational and legal) needed to practice in Massachusetts.	*Article* "Strange Tales of Medical Imposters." *Today's Health.* October, 1968. *Book* Otto, James H., *et al. Modern Health.* *Pamphlet* "Chiropractice: The Unscientific Cult." American Medical Association.
Medical care practices are going through dramatic changes at the present time. 1. Medical group practice as brought about by increased specialization a. Changes in diagnostic techniques along with laboratory and technical procedures b. Greater capacity for quality medical care c. Emphasis on preventive medicine d. Local medical clinics more prevalent 2. Institutional care a. Hospitals operated by the government	1. Have interested students do research on the change in medical care in the last half century and report findings to the class. 2. Have a student do research on the changing role of the physician at the turn of the century and compare it to the role of the specialist today. 3. Invite a physician from a local medical clinic to discuss the services offered. Find out what the advantages are for the patient and doctor. 4. Conduct an evaluation of the health services in the community. Compare these with other	*Book* Bauer, W.W. *et al. Health and Safety for Teen-agers.* *Pamphlets* "Do You Know Your Hospital?" American Hospital Association. "Hospital Today." American Hospital Association. "Rates and Charges in Your Hospital." American Hospital Association.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
(1) Federal (2) State (3) County (4) Local b. Non-government operated hospitals (1) Community (2) Private c. Hospitals maintained for the care of the mentally or chronically ill d. Nursing homes (1) Extended care facilities (2) Chronic care homes	communities. Evaluation should include the location, the number serviced, and socio-economic standing of the people served. 5. Visit the Lahey Clinic in Boston or invite a representative from the Clinic to discuss modern techniques for preventing and treating diseases and disorders. 6. Have a hospital director or his representative visit the class and discuss modern hospital care. 7. Arrange for a visit to a local hospital. Discuss opportunities for volunteer services for young adults. 8. Have a member of the State Board of Health visit to discuss the State's involvement in nursing homes. 9. Have a student visit nursing homes in the area, interview directors, and report to the class on their contributions to health care. 10. Survey the community to learn about the institutions offering care. 11. Have interested students become involved in voluntary community work in a nursing home or hospital. 12. Have students evaluate hospitals in the community. Compare the advantages and disadvantages of private as opposed to public hospitals.	"What to Look for in a Nursing Home." American Medical Association.
Medical care plans are numerous and changing each year. 1. Voluntary health insurance plans a. Loss of income b. Hospital expense	1. Have the students establish criteria for selecting a health insurance policy. 2. Have a Blue Cross, Blue Shield representative visit the class and discuss voluntary health plans.	*Pamphlets* "A Consumer's Guide to Health Insurance Plans." Public Affairs Committee. "About Extended Care." Channing L. Bete Company.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
c. Surgical expense d. Regular medical e. Major medical 2. Tax supported Plans a. Medicare b. Medicaid	3. Invite an insurance man to discuss the types of medical insurance plans currently available. 4. Have a representative from the local or regional Medicaid office visit and discuss the services offered through the State program. 5. Obtain literature from the nearest Social Security office and discuss the services available through the Medicare program. 6. Plan a debate on Medicare and individual responsibility. 7. Provide a sample budget for health care for a year for a young family with two children. Have the students compare this budget with their own family budget.	"Medicare and You: How it Helps Pay Hospital and Doctors' Bills After 65." Channing L. Bete Company. "Medicare – Benefits and Gaps." Public Affairs Committee. "Social Security: Your Rights." Public Affairs Committee. "The Blue Cross Story." Public Affairs Committee. "What Everyone Should Know About Health Insurance." Channing L. Bete Company.
Legal protection for the consumer is essential today. 1. Food, Drug and Cosmetic Act a. Protects the consumer b. Protects reliable manufacturer and dealer 2. Federal Hazardous Substances Labeling Act 3. Federal Trade Commission Act (Wheeler-Laos Amendment of 1938) 4. State and local legislation	1. Have committees do research on the legal protection provided to the consumer by the federal, state, and local governments.	*Book* Smith, Ralph Lee. *The Health Hucksters.* *Pamphlet* "The Consumer's Right to Know: Political Rhetoric or Economic Reality." Federal Trade Commission.
Education can provide a valuable basis for consumer health decisions.	1. Discuss the adult's responsibility to educate himself in order to protect himself and his family against high medical expenses. 2. Discuss how and where to go for correct health information, according to the need.	*Articles* "Education – A Weapon Against Quackery." *Journal of School Health.* January, 1964. "Educational Defenses Against Quackery." *Journal of School Health.* March, 1968. "Educational Resources Against Quackery." *Journal of School Health.* November, 1964.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
		"Health Education Vs. Medical Quackery." Food and Drug Administration Reference Sheet.
The health consumer is protected from pseudoscientific practices through the efforts of many organizations. 1. Food and Drug Administration 2. Federal Trade Commission 3. Federal Communications Commission 4. Better Business Bureau 5. American Medical Association 6. National Health Council 7. Arthritic Foundation 8. Post Office Department 9. Consumer Advisory Council 10. President's Special Assistant for Consumer Affairs 11. Private organizations a. Consumer's Research, Inc. b. Consumer's Union, Inc.	1. Have a representative from the Food and Drug Administration, Bureau of Consumer Protection speak to the class and display products recommended to be deleted from the market by this organization. 2. Have groups of students either write to or visit the organizations listed under Primary Concerns and report on the work being done to protect the consumer.	*Article* "FTC Gets a Nader Needling." *Business World* January 1969. "New Look in Consumer Protection." *Changing Times.* November, 1966. *Book* Ottenberg, Miriam. *The Federal Investigators.* *Films* *A Reason for Confidence.* National Medical Audiovisual Center. *Fraud Fighters.* McGraw-Hill Book Company. *Pamphlet* "FDA What It Is and Does." Food and Drug Administration. United States Department of Health, Education and Welfare.

Field of Study SAFETY (Senior High)

Objectives

To help the student to:

1. Recognize that accidents are the result of underlying causes, some of which may be psychological.
2. Become alert to situations which contribute to an unsafe environment.
3. Develop an appreciation of the strong impact safe living has upon the national economy.
4. Appreciate that adjusting and adapting to one's environment results in safer living.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
Accidents tend to follow predictable and modifiable patterns. 1. Identification of causes 2. Study of interrelationships between person or persons involved, the agent, and the environment 3. Classification of accidents 4. Identification of segments of population 5. New findings from analytical studies	1. Have the students report on an accident which happened in the community. They should consider the place, setting, equipment, reaction, etc. 2. Seek information from the Massachusetts Safety Council on safety studies recently completed. Discuss the findings and how these studies were conducted.	*Books* Meredith, Florence, *et al. Health and Fitness.* Stack, Herbert, and Elkow J. Duke. *Education for Safe Living.* *Film* *Anatomy of an Accident.* Distributed by local police department. *Pamphlets* "Using Standard Accident Reports." Massachusetts Safety Council. "What You Should Know About Standard Student Accident Reports." Massachusetts Safety Council.
Underlying causes can set the stage for accidents. 1. Emotions a. Fear b. Anger c. Hatred d. Anxiety e. Nervousness 2. Lack of emotional stability 3. Attention seekers 4. Behavior patterns a. Lack of concentration b. Acident proneness c. Perception (awareness of objects in one's environment) d. Reaction time 5. Attitudes	1. Have the students make a study of a variety of accidents reported locally. Have a discussion of the possible underlying causes of such accidents. 2. Have the students work in committees to do research on the importance of determining underlying causes of accidents, which underlying causes are most common, and how they may be eliminated. 3. Plan for a panel discussion, using the topic "The relationship of personality to accidents." 4. Find out how observant the students are of their environment by asking them a number of questions about a room they go into often.	*Films* *Everybody's Different.* Massachusetts Safety Council. *People Are All Alike.* Massachusetts Safety Council. *Safety Attitudes.* Massachusetts Safety Council. *Teamwork for Safety.* Massachusetts Safety Council.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
a. Development of desirable attitudes b. Poor attitudes difficult to change		
Human factors can be modified to prevent accidents. 1. Accident repeaters can become careful 2. Irresponsible individuals should acquire responsible attitudes 3. Reduction in abuse of drugs and alcohol	1. List several poor attitudes which could contribute to accidents. Discuss how and when these attitudes are usually formed and suggest ways in which they can be changed. 2. Have the students discuss age as a factor in accident rates. 3. Develop a list of characteristics as they relate to the accident prone person and compare these characteristics to those of the safety conscious individual. 4. Discuss briefly accidents in which alcohol or drugs may have been contributing factors.	*Pamphlets* "Accidents Facts – 1970." National Safety Council. "National Standard School Shop Safety Inspection Checklist." Massachusetts Safety Council. "Safety in the Auto Shop." Massachusetts Safety Council. "Safety in the Electrical Shop." Massachusetts Safety Council. "Safety in the Gymnasium." Massachusetts Safety Council. "Safety in the Machine Shop." Massachusetts Safety Council. "Track and Field Events." Massachusetts Safety Council.
Accidents are sometimes the result of inability to perform certain skills. 1. Skillful performance essential a. Driving b. Motor cycling c. Competitive sports d. Industrial arts e. Hunting 2. Fatigue factor critical for favorable reaction time	5. Have a few students investigate hazards involved in performing recreational skills such as using firearms, surfing, taking part in competitive sports.	
Parental responsibility includes protection of children and providing a safe environment. 1. Identification of childhood accidents a. Motor vehicles b. Fires c. Drowning d. Poisons 2. Safety-consciousness 3. Balance between common sense and over cautiousness 4. Prevention of home accidents (family cooperation)	1. Have members of the class make a survey of hazards in the neighborhood which could hurt children. If possible, develop a project to eliminate such hazards. 2. Have the students develop a safety list for the home and use the list to evaluate their own homes. Compile statistics from the data when it is returned. 3. Have a debate on the topic "The safest place is home." 4. Have each student plan a schedule which will allow enough time in the morning for the	*Book* Brownell, Clifford L., and Evans, Ruth. *Health Science.* *Pamphlets* "Bathroom Hazards." Massachusetts Safety Council. "Electrical Equipment." Massachusetts Safety Council. "Hand Tools." Massachusetts Safety Council. "The Hazard Hunter." Massachusetts Safety Council.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
	members of the family to get to school or work safely and on time. Follow the plan for a week and discuss in class the necessity for total family cooperation. 5. Have each student make a list of common household items and tell where he believes he will find each one in his home. Have the student check at home to see how many items were in their correct places. 6. Discuss the statement "Home accidents occur five times as frequently as motor vehicle accidents."	"Kids Will Be Kids." Massachusetts Safety Council. "Motorcycling and You." Channing L. Bete Company. "Play Areas." Massachusetts Safety Council. "Playground Surfacing." Massachusetts Safety Council. "Unauthorized Play Spaces." Massachusetts Safety Council. *Periodical* *Family Safety*. National Safety Council.
Each individual must assume a greater responsibility for his safety and the safety of others. 1. Establish a degree of orderliness 2. Eliminate harmful practical jokes 3. Eliminate commonly identified hazards a. Items on the stairs b. Blocked doorways 4. Repair faulty equipment 5. Use potentially hazardous items carefully a. Sharp knives b. Power tools 6. Practice preventive measures a. Working as a babysitter b. Working as a playground instructor c. Working at a summer camp d. Assisting the aged	1. Discuss accidents which can occur as a result of practical jokes. 2. Have the students discuss the relationship between self discipline and accident prevention. 3. Have the students discuss their experiences while babysitting and how they handled any emergencies. 4. Have the students role play a situation, showing the responsibility of the babysitter in an emergency situation. 5. Have students who babysit construct a notebook and include important information such as emergency telephone numbers, tips on how to handle children at various age levels, activities to provide safe entertainment for the children, preparation of food and feeding of children, anticipating emergencies. 6. Invite members of the Golden Age Club to visit the class. The students can discuss with them how to avoid accidents.	*Kits* *Babysitter Safety Program Kit*. National Safety Council. *Safety of the Elderly Program Kit*. National Safety Council. *Pamphlets* "Councilors and Helpers in Summer Camps." Massachusetts Safety Council. "Forget Things." Massachusetts Safety Council. "Poor Sight." Massachusetts Safety Council. "Tire Easily." Massachusetts Safety Council. "You're in Charge." Massachusetts Safety Council.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
A safe environment requires constant alertness to unsafe situations. 1. Attention requires concentration (reaction time and perception develop as attention improves) 2. Undesirable habits and attitudes can be changed by a. Modifying habits b. Practicing safe habits	1. Have the students do research on some critical safety areas which require alertness (snowmobile as a family vehicle, firearms, power tools.) 2. Discuss the responsibilities involved in owning a motor cycle, motor scooter, or motorized bicycle. 3. Establish committees to make safety inspections of the school and specific areas of the community. 4. Have students discuss their own undesirable safety habits and make suggestions on how these habits can be changed.	*Article* "The Alluring but Alarming Snowmobile." *Family Safety*. Winter, 1969. *Book* Lawrence T. Gordon, *et al. Your Health and Safety.* *Pamphlet* "Are You Safety Conscious?" Massachusetts Safety Council.
Human resources, time, and money are lost through accidents. 1. Accident problem a. Leading cause of death in the first half of life span b. Human resources (1) Disabling injuries (2) Deaths (motors vehicles, work, home, drownings) c. Accident costs (1) Wage losses (2) Medical fees (3) Property damage in motor vehicle accidents (4) Property destroyed by fire 2. Occupational concerns a. Industry spends considerable sums (1) Providing safety measures for employees (2) Providing safety programs	1. Have a few students contact a legal insurance company for data on current accident statistics and report their findings to the class. 2. Have a few students write a report using data from the pamphlet "Accident Facts." 3. Invite a representative from a large insurance company to visit the class and discuss the relationship of accidents, insurance rates, and payments. 4. As a special project, have some students work with the local safety officer. If possible, have one or two students spend the day with him to observe his various duties. 5. Compare the cost of accidents in this country with other expenditures such as the amount spent for education, etc. 6. Have a few students visit a nearby industrial plant to interview the person responsible for the safety of the employees. They can report to the class on the employee safety program.	*Books* Life, John R., *et al. Concepts in Health, Course Three.* Life, John R., *et al. Concepts in Health, Course Four.* *Pamphlet* "Accident Facts." National Safety Council. *Periodical* *Statistical Bulletin*. Metropolitan Life Insurance Company.

Concepts and Primary Concerns	Sample Learning Experiences	Resources
b. Workmen's compensation laws (improved working conditions)	7. Have a safety supervisor of a nearby industrial organization visit the class and report on safety activities for the employees.	
Environmental hazards can be controlled and accidents reduced. 1. Physical environment a. Need for adequate illumination b. Awareness of rapid change in weather conditions c. Awareness of dangers in absorption of carbon monoxide (1) Oxygen deficiency (2) Lowered attention span (3) Impaired vision (4) Lack of muscular coordination d. Awareness that increased humidity and temperature rise to 90^{o}F impairs psychomotor coordination e. Need for marking glass doors to prevent injuries f. Need for protecting children from peeling house paint (lead poisoning) 2. Social environment (strained child-parent relationship creates hazardous emotional climate)	1. Have a small committee explore environmental hazards in a section of the community. Have the class discuss how these hazards can be corrected. 2. Have the students take pictures of various local environmental hazards or collect pictures of accidents caused by environmental conditions and make a bulletin board display or collage for school display. 3. Have the students conduct an informal insepction of various areas of the community and note the number of houses with peeling paint. 4. Have the students do research on the effects of lead poisoning on the body. 5. Have students do research on the various sources of possible lead poisoning in the environment.	*Books* Grout, Ruth E. *Health Teaching in Schools.* Oberteuffer, Delbert. *School Health Education.* Schneider, Robert E. *Methods and Materials of Health.* Strasser, Marland K. *Fundamentals of Safety Education* *Pamphlet* "Home Lighting." Massachusetts Safety Council.
Many organizations are cooperating in safety promotion and accident prevention. 1. National organizations a. National Safety Council b. American Red Cross c. National Board of Fire Underwriters d. National Committee for Traffic Safety e. Medic-alert Foundation	1. Have the students identify various organizations and discuss their roles in making the nation a safer place in which to live. 2. Assign a student to contact the Medic-alert Foundation and report on its purpose and the services it offers. 3. Have the students compile a list of names and addresses of local organizations involved in	*Books* Byrd, Oliver E., *et al. Health Today and Tomorrow.* Stack, Herbert, and Elkow, J. Duke *Education for Safe Living.*

Concepts and Primary Concerns	Sample Learning Experiences	Resources
2. State and local organizations a. Massachusetts Safety Council b. Registry of Motor Vehicles c. Local police departments (safety officer) d. State police e. Boston Poison Information Center (Telephone 232-2120) f. Local chapter of the American Red Cross	safety promotion. Discuss services offered by each of these organizations. 4. Have the students form volunteer groups to assist various safety promotion organizations in the community. 5. Invite the local safety officer to discuss the role of the police department in maintaining a safe environment.	

APPENDIX

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Facts in Brief
Me Quit Smoking? How?
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Questions and Answers of Smoking and Health
Ways to Keep Well and Happy

New England Dairy and Food Council

Animal Feeding Demonstrations

Choose Your Calories by the Company They Keep
Dairy Foods in the United States of America
Food Science and How It Began
Guide to Good Eating
How Food Becomes You
My Friend the Cow
Vitamins from Food
Weight Control Source Book
What Did You Have for Breakfast This Morning?
What to Eat Before You Are Pregnant/While You Are Pregnant/After the Baby Comes
Where We Get Our Food

Public Affairs Committee, Inc.

A Consumer's Guide to Health Insurance Plans
The Blue Cross Story
Making Medical Care Better
Medi-Care Benefits and Gaps
Social Security: Your Rights
Tensions and How to Master Them
Toward Mental Health

Public Affairs Pamphlets

Cigarettes and Health
Emphysema
Smoking — The Great Dilemma
What About Marijuana?
What We Can Do About Drug Abuse

Rutgers Center of Alcohol Studies

The Classic Temperance Movement of the U.S.A.
Exploring Alcohol Questions
How Alcohol Effects the Body
What the Body Does with Alcohol

Science Research Associates, Inc.

Ethics for Everyday Living
Facts About Alcohol
Facts About Narcotics and Other Dangerous Drugs
Facts About Smoking and Health
Getting Along with Brothers and Sisters
Getting Along with Parents
Getting Along in School
Growing up Emotionally
Growing up Socially
Guide to Good Manners
High School Ahead
How to Get Along with Others
How to Increase Your Self-confidence

How to Solve Your Problems
Making and Keeping Friends
Understanding Yourself
What Are You Afraid Of?
What Are Your Problems?

Smith, Kline and French Laboratories

Drug Abuse: A Manual for Law Enforcement Officers
Drug Abuse: Community Action Guide
Drug Abuse: The Empty Life

Tauro, G. Joseph

Chief Justice Tauro's Decision on the Massachusetts Marijuana Laws

United States Bureau of Narcotics

Current Issues in the Prevention and Control of Marijuana Abuse

United States Department of Agriculture

Food Consumption of Households in the United States, 1965

United States Department of Health, Education and Welfare

Answers to the Most Frequently Asked Questions About Drugs
Before Your Kid Tries Drugs
Chart Book on Smoking and Tobacco and Health
Children At Play With Poison
Dennis the Menace Takes a Poke at Poison
Drug Abuse: A Game Without Winners
Drugs of Abuse
First Facts About Drugs
LSD
Marijuana
The Narcotic Addict Rehabilitation Act of 1966
Narcotic Drug Addiction
Narcotics
New Trends in Narcotic Addiction Control
Prevention and Control of Narcotic Addiction
Questions and Answers About Drugs
Rehabilitation in Drugs Addiction
Recent Research on Narcotics, LSD, Marijuana and Other Drugs
Resource Book for Drug Abuse Education
Series on Specific Drugs
Smokers Self Testing Kit
Smoking, Health and You
Smoking, Tobacco and Health
Students and Drug Abuse
The Up and Down Drugs
What's New on Smoking in Print
What's New on Smoking in Films

United States Department of Health, Education and Welfare, Public Health Service

Alcohol and Alcoholism
Look Alive

United States Department of the Treasury

Annual Report on Tobacco Statistics

United States Post Office Department

How the Postal Inspection Service Protects You Against Mail Fraud
Mail Fraud

Periodicals

Licensed Beverage Industry, Inc.

Journal of Alcohol Education

Metropolitan Life Insurance Company

Statistical Bulletin

National Safety Council

Family Safety
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Monograph

United States Department of Health, Education and Welfare

The Protection and Promotion of Mental Health in Schools

Newsletter

National Interagency Council on Smoking and Health

Smoking and Health

Play

National Safety Council

A Day in the Home

Sample Teaching Unit

American Medical Association

Defenses Against Quackery

Films

Air Force Films

Be Water Wise

American Automobile Association

The Day the Bicycles Disappeared
Dead Right
Dick Wakes Up
The Safest Way
10 "Otto The Auto" Films

American Cancer Society

A Breath of Air
The Embattled Cell
I Have A Secret Cure for Cancer
Smoking: Past and Present

American Heart Association

Barney Butt
Smoking and You

Associated Film Services

Nutritional Quackery

Association Films, Inc.

You and Your Family
You and Your Friends

Bailey Films

Marijuana
LSD – Insight or Insanity

Carousel Films

The Loosers

Center For Mass Communications

To Your Health

Churchill Films

Drugs and the Nervous System

Coronet Films

Act Your Age

Are You Popular?
Attitudes and Health
Consumer Protection
Control Your Emotions
Dating Do's and Don'ts
Developing Friendships
The Fun of Being Thoughtful
Good Sportsmanship
Growing Up
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Science and Superstition
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Ways to Settle Disputes
What to Do About Upset Feelings
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Wise Buying
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Curriculum Films

Safety in the Summer

Eastman Kodak Company

Street Safety for Primary Grades

Encyclopaedia Britannica Educational Corp.

Beginning to Date
Don't Be Afraid
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Mental Health
Personality and Emotions
Tobacco and the Human Body

Henk Newenhouse

Food for a Modern World

Lederle Laboratories

Folks, Facts and Pharmacy
Man Alive
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Local Police Department

Anatomy of an Accident

Massachusetts Department of Education

Consumers Want to Know
Beyond LSD
Steps Toward Maturity and Health
Alcoholism
Teenagers Talk About Drinking

Massachusetts Safety Council

Alco Beat
Everything to Lose
The Little Things that Count
Safe as You Know How
Safety Is in Order

McGraw-Hill Book Company

Better Safe Than Sorry
The Bully
Buying Food
Choosing a Doctor
Emotional Health
Fraud Fighters
Let's Be Safe at Home
The Meaning of Adolescence
The Other Fellow's Feelings
The Troublemaker
Quacks and Nostrums

Metropolitan Life Insurance Company

Looking at Children

Narcotics Education, Inc.

Beyond Reasonable Doubt
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Time Pulls the Trigger

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Nutrition Needs of Our Bodies
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What Do We Know About Teeth?
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Swift and Company

Meat on the Move

Sterling Movies, Inc.

The Medicine Man

United States Department of Health, Education and Welfare

FDA
The Meanest Crime
A Reason for Confidence

Walt Disney Production – Upjohn Company

Understanding Stresses and Strains

Women's Auxilary, Massachusetts Medical Society

A New Look at the 018 Source
I Never Looked at It that Way Before
Tobacco and Alcohol: The $50,000 Habit.

Filmstrips

American Baker's Association

The Food We Eat
What's in Our Food?

American Cancer Society

Is Smoking Worth It?
Huffless, Puffless, Dragon
To Smoke or not to Smoke

Cereal Institute, Inc.

Skimpy and a Good Breakfast

Churchill Films

Drugs and the Nervous System

Encyclopaedia Britannica Educational Corp.

Promises Are Made to Keep
Sharing with Neighbors
Walt Disney Sajety Tales

Eye-Gate House, Inc.

Alcohol-Chemistry and Uses
Control of Narcotics, Drugs and Health
Courage
The Effects of Alcohol
The Golden Rule
Narcotics: Background Information
No One Will Know the Difference
Tobacco and Health
Tobacco – Historic Background
Tobacco – Report of the U.S. Surgeon Generals Advisory Committee (1901)

Imagination, Inc.

Ten Little Tasters

Institute on Life Insurance

Dollars for Health

Jam Handy Organizations

Using Your Time and Abilities
Your Feelings

McGraw-Hill Book Company

Alcohol and You
Getting Acquainted
Manners at Home
Manners at School
Narcotics and You
Working and Playing Together

Narcotics Education, Inc.

Nature's Filter

National Foundation

The Little Pink Bottle

Society for Visual Education, Inc.

Alcohol and Your Health

Be a Better Pedal Pusher
Game of Might Have Been
Getting Along with the Family
How to Make and Keep Friends
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Let's Visit Our Friends
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Walk the Straight and Narrow
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Young American Films, Inc.

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Massachusetts Department Public Health – Division of Alcoholism

Driver Drink Chart

National Tuberculosis and Respiratory Disease Association

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Cereal Institute, Inc.

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Massachusetts Inter-Agency Council on Smoking and Health

Idea Kit on Smoking and Health Education

Massachusetts Safety Council

Baby Sitter Safety Program Kit
Safety of the Elderly Program Kit

Posters

Florida Citrus Commission

A Good Breakfast Is Fun

The Nutrition Ladder to Better Health
We Help You Keep Fit

New England Dairy and Food Council

Every Day Eat the 1-2-3-4 Way
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Your Food – Chance or Choice?

United States Department of Agriculture

Daily Food Guide
Follow the Food Guide Every Day
Get Your A for Health

National Safety Council

School Safety Poster Packets

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Massachusetts Tuberculosis and Respiratory Disease Association

Cigarette Advertising Slide Series

National Safety Council

Safety Attitudes

Spirit Masters

Florida Citrus Commission

C Is for Citrus
Four Seasons
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Word Picture Story of Florida Citrus

Transparencies

Cereal Institute, Inc.

Nutrient Chart Transparencies

D.C.A. Educational Products, Inc.

Additives in Our Food
Alcohol – Levels I, II, and III
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Safety Signs Along the Highway
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Alcohol – Use and Misuse
Applying Health Criteria
Comparing Health Choices
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Mood and Behavior Modifiers: Common and Special Circumstances
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Professional Health Specialists
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Educational Progress Corporation

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Miscellaneous

Cereal Institute, Inc.

A Basic Breakfast Pattern

New England Dairy and Food Council

Comparison Cards
Food Models

Washington State Liquor Control Board

Take a Sober Look at Drinking

AGENCIES AND ORGANIZATIONS PROVIDING ASSISTANCE AND MATERIALS

Abbott Laboratories, 14th and Sheridan Road, North Chicago, Illinois 60604

Aetna Life Affiliated Companies, Information and Education Department, 151 Farmington Avenue, Hartford, Connecticut 10015

Al-Anon Family Group Headquarters, P.O. Box 182, Madison Square Garden, New York, New York 10010

Alcoholics Anonymous, General Services, P.O. Box 459, Grand Central Station, New York, New York 10017

Alcohol Problems Association, Arcade Building, Seattle, Washington 98101

Allstate Insurance Company, Accident Prevention Department, Allstate Plaza, Northbrook, Illinois 60062

American Academy of Pediatrics, 1801 Hinman Avenue, Evanston, Illinois 60204

American Association for Health, Physical Education and Recreation, 1201 16th Street N.W., Washington, D.C. 20036

American Automobile Association, Massachusetts Division, 6 St. James Avenue, Boston, Massachusetts 02111
Additional offices: Danvers, Fairhaven, Fall River, Haverhill, Holyoke, Lawrence, Lowell, Pittsfield, Springfield, Worcester

American Cancer Society, Division Office, 138 Newbury Street, Boston, Massachusetts 02116
Additional offices: Brockton, Greenfield, Lowell, Lynn, New Bedford, Springfield, Worcester

American Dairy Association, 20 North Wacker Drive, Chicago, Illinois 60607

American Dental Association, 211 East Chicago Avenue, Chicago, Illinois 60611

American Home Economics Association, 1600 20th Street, N.W., Washington, D.C. 20036

American Hospital Association, 840 N. Lakeshore Drive, Chicago, Illinois 60611

American Institute of Baking, Consumer Service Department, 400 East Ontario Street, Chicago, Illinois 60611

American Meat Institute, 59 East Van Buren Street, Chicago, Illinois 60605

American Medical Association, Bureau of Health Education, 535 North Dearborn Street, Chicago, Illinois 60611

American National Red Cross, Office of Public Information, Washington, D.C. 20013

American Public Health Association, 1790 Broadway, New York, New York 10019

American School Health Association, 515 East Main Street, Kent, Ohio 44240

American Social Health Association, 1790 Broadway, New York, New York 10019

American Trucking Associates, Inc., Public Relations Department, 1616 P Street, N.W., Washington, D.C. 20036

Armour and Company, Public Relations Department, 401 North Wabash Street, Chicago, Illinois 60690

Arthritis and Rheumatism Foundation, 38 Chauncy Street, Boston, Massachusetts 02111

Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016

Association of Casualty and Surety Companies, Accident Prevention Department, Publications Division, 60 John Street, New York, New York 10038

Better Business Bureau, 52 Chauncy Street, Boston, Massachusetts 02111

Better Vision Institute, Inc., 230 Park Avenue, New York, New York 10000

B.F. Goodrich Company, 500 South Main Street, Akron, Ohio 44318

Bicycle Institute of America, 122 East 42nd Street, New York, New York 10017

Blue Cross – Blue Shield, 133 Federal Street, Boston, Massachusetts 02110

The Borden Company, Consumer Services, 350 Madison Avenue, New York, New York 10011

Boston Poison Information Center, 300 Longwood Avenue, Roxbury, Massachusetts 02115 Phone Number: 232-2120

Bristol-Myers Products Company, Educational Service Department, 45 Rockefeller Plaza, New York, New York 10000

Budlong Press Company, 5428 North Virginia Avenue, Chicago, Illinois 60675

Bureau of Drug Abuse Control, Food and Drug Administration, John F. Kennedy Federal Building, Room E-311, Boston, Massachusetts 02203

Center for Mass Communication, Columbia University Press, 1125 Amsterdam Avenue, New York, New York 10000

Cereal Institute, Inc., Home Economics Department, 135 South LaSalle Street, Chicago, Illinois 60603

Channing L. Bete Company, 45 Federal Street, Box 112, Greenfield, Massachusetts 01301

Child Study Association of America, 9 East 89th Street, New York, New York 10000

Commonwealth of Massachusetts, Office of Planning and Program Coordination, State Office Building, 100 Cambridge Street, Boston, Massachusetts 02202

Commonwealth of Massachusetts, Registry of Motor Vehicles, 100 Nashua Street, Boston, Massachusetts 02114

Consumer's Union of the United States, 256 Washington Street, Mount Vernon, New York

Council on Mental Health, American Medical Association, 535 North Dearborn Street, Chicago, Illinois 60611

C.S.C.S., Inc., 60 Commercial Wharf, Boston, Massachusetts 02110

DCA Educational Products, Inc., 4865 Stenton Avenue, Philadelphia, Pennsylvania 19144

Early Childhood Education Council of New York, South Building, 45-51 West 4th Street, New York, New York 10003

Educational Progress Corporation, 8538 East 41st Street, Tulsa, Oklahoma

Educator's Mutual Life Insurance Company, Educational Service Department, P.O. Box 149, Lancaster, Pennsylvania 17604

Employers Mutual of Wausau, Safety Engineering Department, 407 Grant Street, Wausau, Wisconsin 55402

Epilepsy Society of Massachusetts, Inc., 140 Boylston Street, Boston, Massachusetts 02116

Equitable Life Assurance Society of the United States, Bureau of Public Health, 1285 Avenue of the Americas, New York, New York 10019

Federal Bureau of Narcotics and Dangerous Drugs, John F. Kennedy Federal Building, Boston, Massachusetts 02203

Florida Citrus Commission, Production Department, Lakeland, Florida 33802

Food and Drug Administration, 585 Commercial Street, Boston, Massachusetts 02109

General Mills, Inc., Public Relations Department, Educational Services, 9200 Wayzata Boulevard, Minneapolis, Minnesota 55440

Greater Boston Council on Alcoholism, Inc., 419 Boylston Street, Boston, Massachusetts 02116

Health Information Foundation, Public Relations Director, 420 Lexington Avenue, New York, New York 10017

Health Insurance Institute, 277 Park Avenue, New York, New York 10017

Heart Information Center, National Heart Institute, United States Public Health Service, Bethesda, Maryland 20014

John Hancock Mutual Life Insurance Company, Health Education Service, 200 Berkeley Street, Boston, Massachusetts 02116

Johnson and Johnson, c/o Director, Consumer Relations, 501 George Street, New Brunswick, New Jersey 08902

Kemper Insurance Company, 4750 Sheridan Road, Chicago, Illinois 60640

Lederle Laboratories Division, American Cyanimid Company, Public Relations Department, Pearl River, New York 10965

Lever Brothers Company, Public Relations Division, Consumer Education Department, 390 Park Avenue, New York, New York 10022

Liberty Mutual Insurance Company, 175 Berkley Square, Boston, Massachusetts 02116

Licensed Beverage Industries, Inc., 155 East 44th Street, New York, New York 10017

Massachusetts Bay Red Cross, 17 Gloucester Street, Boston, Massachusetts 02115

Massachusetts Congress of Parents and Teachers, Inc., 11 Muzzey Street, Lexington, Massachusetts 02173

Massachusetts Dental Society, Suite 4318, Prudential Center, Boston, Massachusetts 02199

Massachusetts Department of Commerce, Bureau of Research, 100 Cambridge Street, Boston, Massachusetts 02202

Massachusetts Department of Education, 182 Tremont Street, Boston, Massachusetts 02111
Regional Offices: North Andover, Pittsfield, Springfield, Wareham, Worcester

Massachusetts Department of Mental Health, Division of Drug Rehabilitation, 600 Washington Street, Boston, Massachusetts 02111

Massachusetts Department of Public Health, 600 Washington Street, Boston, Massachusetts 02111

Regional Offices: Amherst, Lakeville, Pittsfield, Rutland, Tewksbury

Massachusetts Department of Publi Health, Division of Alcoholism, 755 Boylston Street, Boston, Massachusetts 02116

Massachusetts Heart Association, 85 Devonshire Street, Boston, Massachusetts 02109

Chapters: Berkshire County, Western, Central, Southeast, Cape and Islands, Greater Boston, Northeast

Massachusetts Medical Society, 22 Fenway, Boston, Massachusetts 02215

Massachusetts Safety Council, 20 Beacon Street, Boston, Massachusetts 02108

Massachusetts Tuberculosis and Respiratory League, Inc., 131 Clarendon Street, Boston, Massachusetts 02116

Local Associations: Barnstable County Public Health Association, Berkshire County Tuberculosis Association, Boston Tuberculosis and Respiratory Disease Association, Bristol County Health Association, Cambridge Tuberculosis and Health Association, Essex County Health Association, Franklin County Public Health Association, Hampdon County Tuberculosis and Public Health Association, Hampshire County Public Health Association, Lawrence Respiratory Disease and Tuberculosis Association, Lynn Tuberculosis and Respiratory Disease Association, Middlesex Respiratory Disease Association, Nantucket Public Health Association, Newburyport Tuberculosis and Respiratory Disease Association, Newton Tuberculosis and Health Association, Norfolk County Tuberculosis and Respiratory Disease Association, Plymouth County Health Association, Worcester County Health Association

Medic Alert Foundation, Turlock, California 95380

Mental Health Materials Center, 104 East 25th Street, New York, New York 10011

Merck, Sharp and Dohme, Division of Merck and Company, Inc., West Point, Pennsylvania 19486

Metropolitan Life Insurance Company, School Health Bureau, Health and Welfare Division, 1 Madison Avenue, New York, New York 10010

Minnesota Mining and Manufacturing Company, 2501 Hudson Road, St. Paul, Minnesota 55119

Narcotic Addiction Control Commission, Executive Park South, Albany, New York 12203

Narcotics Education, Inc., Washington, D.C. 20000

National Alcoholic Beverage Control Association, Inc., 5454 Wisconsin Avenue, Washington, D.C. 20015

National Apple Institute, Suite 410, 2000 P Street, N.W., Washington, D.C. 20036

National Association for Mental Health, Director of Education and Program Services, 10 Columbus Circle, New York, New York 10019

National Association for Retarded Children, Inc., 386 Park Avenue South, New York, New York 10000

National Better Business Bureau, Inc., 230 Park Avenue, New York, New York 10017

National Board of Fire Underwriters, 85 John Street, New York, New York 10038

National Clearinghouse for Mental Health Information, 5454 Wisconsin Avenue, Chevy Chase, Maryland 20015

National Commission on Safety Education, National Education Association, 1201 16th Street N.W., Washington, D.C. 20036

National Council on Alcoholism, Inc., New York Academy of Medicine Building, 2 East 103rd Street, New York, New York 10029

National Dairy Council, 111 North Canal Street, Chicago, Illinois 60606

National Education Association, 60 Batterymarch Street, Boston, Massachusetts 02110

National Education Association, Publication Sales Department, 1201 16th Street, N.W., Washington, D.C. 20036

National Epilepsy League, 203 North Wabash Avenue, 22nd Floor, Chicago, Illinois 60610

National Fire Protection Association, 60 Batterymarch Street, Boston, Massachusetts 02110

National Foot Health Council, Inc., 321 Union Street, Rockland, Massachusetts 02370

National Foundation-Division of Scientific and Health Information, 800 Second Avenue, New York, New York 10017

National Foundation, Massachusetts Bay Chapter, 280 Washington Street, Brighton, Massachusetts 02135

National Health Council, 1790 Broadway, New York, New York 10019

National Institute of Mental Health, John F. Kennedy Federal Building, Boston, Massachusetts 02203

National Livestock and Meat Board, Nutritional Department, 407 South Dearborn Street, Chicago, Illinois 60605

National Research Bureau, Incorporated, 415 North Dearborn Street, Chicago, Illinois 60607

National Safety Council, School and College Department, 425 North Michigan Avenue, Chicago, Illinois 60611

National Tuberculosis and Respiratory Disease Association, 1790 Broadway, New York, New York 10019

New England Dairy and Food Council, 1034 Commonwealth Avenue, Brighton, Massachusetts 02135

Nutrition Foundation, 99 Park Avenue, New York, New York 10016

Pepsodent, Division of Lever Brothers Company, 390 Park Avenue, New York, New York 10022

Pharmaceuticals Manufacturers Association, 115 Fifteenth Street, N.W., Washington, D.C. 20005

Prudential Insurance Company of America, Public Relations and Advertising, Newark, New Jersey 07102

Public Affairs Committee, Inc., 381 Park Avenue South, New York, New York 10016

Rutgers University Center of Alcohol Studies, Smithers Hall, Box 554, New Brunswick, New Jersey 08903

School Health Education Study, Inc., 1507 M Street, N.W., Washington, D.C. 20005

Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611

Scott, Foresman and Company, 433 East Erie Street, Chicago, Illinois 60611

Smith, Kline and French, Public Relations, 1500 Spring Garden Street, Philadelphia, Pennsylvania 19101

Sunkist Growers, Consumer Services Division, Box 2706 Terminal Annex, Los Angeles, California 90054

Superintendent of Documents, United States Government Printing Office, Washington, D.C. 20025

Swift and Company, Agricultural Research Department, 115 West Jackson Boulevard, Chicago, Illinois 60604

Travelers' Insurance Companies, Public Information and Advertising Department, 700 Main Street, Hartford, Connecticut 06115

United States Army Research Laboratory, Food Services, Natick, Massachusetts 01760

United States Department of Agriculture, Agricultural Research Administration, Bureau of Human Nutrition and Home Economics, Hyattsville, Maryland 20782

United States Department of Health, Education and Welfare, Washington, D.C. 20201

United States Department of Health, Education, and Welfare, Food and Drug Administration, John F. Kennedy Federal Building, Boston, Massachusetts 02203

United States Department of Health, Education and Welfare, Public Health Service, National Center for Prevention and Control of Alcoholism, Chevy Chase, Maryland 20203

United States Department of Health, Education and Welfare, Public Health Service, United States Government Printing Office, Washington, D.C. 21402

United States Department of the Treasury, Food and Drug Administration, Bureau of Narcotics, Washington, D.C. 19106

United States Government Printing Office, John F. Kennedy Federal Building, Cambridge Street, Boston, Massachusetts 02203

The Upjohn Company, Trade and Guest Relations Department, Kalamazoo, Michigan 49001

Wheat Flour Institute, 309 West Jackson Boulevard, Chicago, Illinois 60606

Winston Products for Education, P.O. Box 12219, San Diego, California 92212

Yale Center for Alcohol Studies, 52 Hillhouse Avenue, Yale Station, New Haven, Connecticut 06520

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